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ABSTRACT

The information on two-way bilingual programs presented in this volume was gathered as the first phase of a study for the National Center for Research on Cultural Diversity and Second Language Learning. Two-way bilingual programs integrate language minority and language majority students and provide instruction in and through two languages. This volume updates and expands upon information identified by Lindholm in 1987. Profiles of 76 programs are provided, representing 124 schools in 13 states. The entries reflect the wide variability in descriptions of the implementation of two-way bilingual education, including two-way bilingual, developmental bilingual, bilingual immersion, double immersion, interlocking, and dual language programs. The contents of this volume are as follows: introductory narrative; list of programs by state; program descriptions by state (California, Colorado, Connecticut, District of Columbia, Florida, Illinois, Massachusetts, New York, Oregon, Pennsylvania, Texas, Virginia, and Wisconsin); index of programs by schools and school districts; and a list of abbreviations used. (LB)

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Two-Way Bilingual Programs in the United States

1991–1992

National Center for Research on
Cultural Diversity and Second Language Learning

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Preface

The information on two-way bilingual programs presented in this volume was gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center was funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Project, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

The Center is committed to promoting the intellectual development, literacy, and thoughtful citizenship of language minority students, and to increasing appreciation of the cultural and linguistic diversity of the American people. Research projects deal with the relationship between first and second language learning; the relationship between cultural and linguistic factors in the achievement of literacy; teaching strategies to help children from diverse linguistic and cultural backgrounds gain access to content material; alternative models of assessment for language minority students; various instructional models for language minority children; and the effect of modifications in the social organization of schools on the academic performance of students from diverse backgrounds.

The directory of programs in this volume represents the first phase of the study of two-way bilingual education being undertaken. Annual updates of the directory are planned, to add new programs and document changes in the profiles of existing programs.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

We also benefited from the assistance and consultation of a number of our colleagues who helped us design the study, contact programs, and produce the finished work. We are particularly indebted to Kathryn Lindholm, whose original work served as a model for the current effort and who advised and assisted us in every phase. Our thanks go out as well to Jon Kaiser, Deborah Short and Dick Tucker, for their contributions and ongoing support for the project. Finally, we express our gratitude to those who took an active part in producing this volume and "getting it right": Dotti Kauffman, Sonia Kundert and Omar Shabka. Their attention to the details will, we are sure, make this document much more useable and useful.

Donna Christian
Cindy Mahrer
Center for Applied Linguistics

March 1992

Introduction

The best setting for educating linguistic minority pupils--and one of the best for educating any pupil--is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement.

Charles L. Glenn, Principal Magazine, 1990

In a growing number of schools in the United States, students are learning together through two languages in programs which aim to develop dual language proficiency along with academic achievement. These *two-way*, or *developmental, bilingual education* programs are attracting attention as an effective way to meet the needs of language minority students who are in the process of learning English. At the same time, they provide a vehicle for English-speaking students to learn another language.

Lindholm (1987) identified 30 two-way bilingual programs in operation in 1987, from preschool through grade 12. In response to the growing interest in these programs, an update of Lindholm's directory was undertaken, to investigate the status of those 30 programs, and to identify and describe other programs which are now in existence. The program profiles which follow represent the results of that effort: 76 programs contributed information, representing 124 schools in 13 states.

It is important to emphasize that the directory reflects only those programs that became known to us and that chose to contribute information. As a result, although there was an attempt to be comprehensive, this list is not exhaustive. There are other schools using a two-way bilingual education approach, and we would hope to be able to include more of them, as well as new programs, in the annual updates of this directory that are planned.

Two-Way Bilingual Education: The Approach

Core Features. As the entries in this directory will make very clear, there is a great deal of variability in the implementation of two-way bilingual education. Even the term used to refer to programs of this type varies widely: *two-way bilingual, developmental bilingual, bilingual immersion, double immersion, interlocking, dual language* are some of the labels found. A later section will comment on some of the major dimensions of difference in implementation. There are, however, certain core features which can be used to characterize, if not define, the approach.

Two-way bilingual programs integrate language minority and language majority students and provide instruction in, and through, two languages. One is the native language of the language minority students (called here the *target* language), and the second is English. These programs provide content area instruction in the target language for a significant portion of the instructional time, and provide for language development in the second language for both groups of students. In order to achieve the full benefits of two-way bilingual education, balanced numbers of students from the two language backgrounds are sought, and students are integrated for most or all of their content instruction. These programs provide an environment that promotes positive attitudes toward both languages and cultures and is supportive of full bilingual proficiency for both native and non-native speakers of English.

Typical goals for two-way bilingual programs include language, academic, and affective dimensions:

> students will develop high levels of proficiency in their first language and in a second language;
>
> students will perform at or above grade level in academic areas in both languages;
>
> students will demonstrate positive cross-cultural attitudes and behaviors, and high levels of self-esteem.

It is important to note that this educational approach does not emphasize language development over academic and social development; the goal is balanced development in all three areas.

Rationale. The rationale for two-way bilingual education has been discussed elsewhere (Lindholm, 1987, 1990; Tucker, 1990). The approach applies many of the

recommendations that have emerged from recent research. These programs allow language minority students to develop native language skills and to progress academically while they learn English. There is considerable evidence that learning through the mother tongue for minority students has many advantages: it facilitates the development of both "basic" and "advanced" literacy (Krashen, 1991); it allows students to gain important content knowledge, that in turn will make the English they encounter more comprehensible (Krashen, 1991); and it enhances cognitive and social development (Hakuta, 1986).

Two-way bilingual programs also give English speakers an opportunity to add a second (or additional) language. It has been demonstrated that speakers of the majority language benefit from an immersion experience for language learning and do not suffer academically when instruction is via a second language (Harley, Allen, Cummins, and Swain, 1990; Genesee, 1987). Researchers and policy-makers concerned with the lack of foreign language competence in the United States also point to the advisability of beginning language instruction at an early age and designing programs that aim at high levels of proficiency (Tucker, 1986).

For both groups of students, language development is approached through content. Lambert and Tucker (1972) have suggested that a second language is best acquired by means of a content-based curriculum rather than as the object of classroom instruction. Research in English as a Second Language (ESL) instruction/learning has led to a similar conclusion--namely, ESL is best developed in a content-based curriculum (Mohan, 1986; Brinton, Snow and Wesche, 1989). In two-way bilingual programs, since academic content instruction is provided through both languages, second language development can be facilitated for all students in a content-based environment. One teacher commented: "We don't say that we teach Spanish--we say that we teach math in English and Spanish" (reported in Corral, 1991, p. 17).

From a sociocultural perspective, the role of social interaction in language development has been documented. Both first and second language acquisition are facilitated by interaction between the learners and "experts" (fluent speakers of the language). In second language learning in particular, such interaction is also central to gaining access to the culture in which the language is embedded. By integrating students from two language groups in a classroom, two-way bilingual programs can offer the advantages of such interaction. From an

institutional perspective, they provide an additive bilingual environment (Lambert, 1987) in the program design and classroom organization; from an interpersonal perspective, they offer opportunities for meaningful interactions with fluent speakers of the languages being learned and close contact with members of diverse cultural groups.

Criteria for Success. Dolson (1991) suggests:

> Soundly structured bilingual immersion contains a number of fundamental elements, the most important of which are (1) a significant role for a *language other than English*; (2) a *balanced student enrollment*; and (3) *status enhancement* among students. (p. 1)

Based on an examination of research on bilingual and immersion education, Lindholm (1990) identifies a set of factors which are essential for successful two-way bilingual education. Briefly, they include the following (see Lindholm, 1990, p. 96-101 for the full set and research references):

1. Programs should provide a minimum of four to six years of bilingual instruction to participating students;

2. The focus of instruction should be the same core academic curriculum that students in other programs experience;

3. Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages;

4. The target (non-English) language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades) and English should be used at least 10% of the time;

5. The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency;

6. Classrooms should include a balance of students from the target language and English backgrounds who participate in instructional activities together;

7. Positive interactions among students should be facilitated by the use of strategies such as cooperative learning; and

8. Characteristics of effective schools should be incorporated into programs, such as qualified personnel and home-school collaboration.

Programs vary in the degree to which they exhibit these features for a variety of reasons (both practical and philosophical). However, research suggests that each attribute bears a

relationship to the goals of two-way bilingual education and influences the likelihood that they will be realized.

Information Collection and Compilation

Identification. The first step in collecting information was locating programs that use a two-way bilingual education approach. All means of reaching such programs were tapped, including listings in the earlier directory, federal government developmental bilingual education grant recipients, newsletter announcements, and so on. In most cases, suggestions of possible qualifying programs were followed up with preliminary screening phone calls to introduce the project, discuss the use of the two-way bilingual approach, and determine if there was a willingness, in principle, to participate in this project. As a result of this effort, requests were made to 114 programs to submit information in writing.

Information Collection. Information was received from 92 respondents (representing 76 programs--in some cases schools within programs responded separately). Of the 22 others who were sent requests for information, 8 were not actually using a two-way bilingual education approach, 3 had previously had such a program, but it was no longer operating, and there was no response from the remaining 11. Since participation was completely voluntary, we were not able to collect the information needed without the program's cooperation.

Information was requested from each program in the following categories:

* location and contact information;
* background: languages used, grade levels, objectives, funding, student recruitment, screening criteria (if any);
* program/student demographics;
* instructional approach/design: amount of time target language used in instruction, content areas taught in each language, student grouping practices, language of initial reading instruction, use of computers;
* program staff characteristics/staff development;
* evaluation procedures (program and student);
* additional commentary.

As written responses were received, they were reviewed and, if areas were unclear, a clarification was requested (usually by phone). A database was created to store the information about each program by category.

Preparation of Profiles. In order to condense the data received into a document of manageable size, we extracted a subset of the information about each program. These extracts form the basis for the program profiles which follow. Except for minor editing, the information provided by programs was reproduced verbatim. An attempt was made to capture the features of each program which would be of wider interest and use, especially for other programs. However, all of the data remain in the database for future amplification and analysis. In each case, the profile was sent to the participating program for verification of accuracy, to ensure that the transformation of the information into this format had not introduced any misrepresentations.

Program Implementation Characteristics

Overview of Programs. The profiles of programs in this listing reflect the characteristics of two-way bilingual education as practiced in the United States, both in their commonalities and their variability. There is no need to itemize the features here, since many of the details follow. However, it may be interesting to look across programs briefly on selected parameters, by way of summary and comparison.

Table 1 presents a summary of the programs identified that participated in the study. Table 2 breaks these programs down by grade level; Table 3 by languages of instruction. These figures show that New York and California have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level.

Table 1

Two-Way Bilingual Programs, January 1992

State	*Number of Districts*	*Number of Schools*
California	20	38
Colorado	1	3
Connecticut	1	1
District of Columbia	1	1
Florida	2	4
Illinois	3	8
Massachusetts	5	9
New York	30	51*
Oregon	1	3
Pennsylvania	1	1
Texas	1	1
Virginia	3	3
Wisconsin	1	1
TOTAL	**69**	**124**

*Includes 10 schools in planning year

Table 2

Grade Levels Served in Two-Way Bilingual Programs

Grade Levels Served	*Number of Schools*
Pre-K	2
Pre-K/K -- 5/6	96
3/4 -- 5/6	7
K/1 -- 8	4
6 -- 9	8
9 -- 12	2
Unspecified	5

Table 3

Languages of Instruction in Two-Way Bilingual Programs

Languages of Instruction	*Number of Schools*
Spanish/English	118
Cantonese/English	4
Portuguese/English	1
Haitian Creole/English	1

Program Design Issues. Although most programs share similar goals, as outlined above, the design choices made vary considerably. One area of difference is type of program. Some programs are neighborhood-based and only enroll students from the local neighborhood. Others are magnet schools and have open enrollment for students throughout the district. Some programs operate under a combination of these conditions; for example, they might give preference to neighborhood students, but fill openings in the program with applicants from other areas of the district. In nearly all cases, participation is voluntary and parents choose to enroll their children in the program.

The distribution of the two languages of instruction also varies from program to program. The languages are typically kept separate in one of three ways (or a combination of them):

* by *content area*--e.g., social studies and math are taught in Spanish, while science, art and music are taught in English;
* by *time*--e.g., instruction is in each language on alternate days;
* by *person*--e.g., one teacher uses only Cantonese and another uses only English.

Another interesting design issue is found in the amount of target (non-English) language used for instruction (a feature which interacts closely with the way in which languages are distributed). There appear to be two major patterns followed in the elementary schools (where the bulk of programs are). In one, the target language is used in the early years for nearly all of the instruction (80-90%) and English is introduced and is gradually increased as a medium of instruction until in the upper elementary grades the proportion of English instruction is roughly 50%. In these programs, the majority students have an immersion experience in the second language, while the minority students receive native language instruction with a gradual introduction of English and English-medium instruction.

According to the second pattern, the percentage of instruction in each language is roughly equal from the beginning. In other words, both English and the target language are used about 50% of the time. Many programs have English as a Second Language (ESL) and Spanish as a Second Language (SSL) or other target language instruction as well.

These two patterns are by far the most prevalent ways in which two-way bilingual programs frame the instructional program by language, at least at the elementary level. There

are a variety of program designs above the elementary school, but programs at the higher grade levels are relatively few overall (see above).

There are many other interesting areas of variation across two-way bilingual programs participating in this study. A next step is to look across programs at the consequences of choices in all of these areas of variability, and to consider the choices in conjunction with other features such as student population characteristics, community attitudes, school district demographics, and available resources.

Overview of the Directory

Following these introductory comments, the directory begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included here, with grade levels served and target language used in each. The full profiles of programs/schools which provided information on their implementation of two-way bilingual education follow this list. They are presented alphabetically in sections by state, and within states, the profiles are grouped by city and school district. Each profile is formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, where references by page number can be found for any school or school district included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.

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List of Programs by State

State/City	School	Grade Levels	Language
CALIFORNIA			
Artesia			
	Elliot Elementary	K–2	Portuguese
	Niemes Elementary	K–2	Spanish
Barstow			
	Hinkley Elementary/Middle	1–8	Spanish
Culver City			
	Culver City Middle	6–7	Spanish
	Culver City High	9-12	Spanish
Davis			
	Birch Lane Elementary	K–3	Spanish
	North Davis Elementary	K–2	Spanish
	West Davis Intermediate	4–6	Spanish
Fallbrook			
	La Paloma	4-6	Spanish
	Maie Ellis	K-3	Spanish
	Fallbrook Street	K-3	Spanish
Fremont			
	Azevada Elementary	1–6	Spanish
	Blacow Elementary	1–6	Spanish
	Vallejo Mill Elementary	1–6	Spanish
Half Moon Bay			
	Alvin S. Hatch Elementary	K	Spanish
Healdsburg			
	Fitch Mountain	K–2	Spanish
	Foss Creek Elementary	3–5	Spanish
Long Beach			
	Patrick Henry Elementary	K–3	Spanish
Los Angeles			
	Weigand Avenue Elementary	K–2	Spanish
	Grand View Boulevard Elementary	K	Spanish

State/City	School	Grade Levels	Language
CALIFORNIA, continued			
Oakland			
	Lazear Elementary	K–6	Spanish
Saddleback Valley			
	Valencia Elementary	K–1	Spanish
San Diego			
	Lee Elementary	K–6	Spanish
San Francisco			
	Buena Vista Alternative Elementary	K–5	Spanish
	Cleveland Elementary	K–1	Spanish
	Edison Elementary	K–1	Spanish
	Golden Gate Elementary	K–2	Cantonese
	Wah Mei School	Pre-K	Cantonese
	Yook Yau Ji Ga Daycare	Pre-K	Cantonese
San Jose			
	Washington at River Glen Elementary	K–5	Spanish
	John Muir Middle	6	Spanish
Santa Monica			
	Edison Elementary	K–5	Spanish
	John Adams Middle	6	Spanish
Valley Center			
	Valley Center Primary	K–3	Spanish
	Valley Center Elementary	3–5	Spanish
	Valley Center Middle	6	Spanish
Windsor			
	Windsor Elementary	K–5	Spanish
Woodland			
	Beamer Park Elementary	3–6	Spanish
COLORADO			
Fort Lupton			
	Twombly Primary	Pre-K–K	Spanish
	Butler Elementary	1–4	Spanish
	Fort Lupton Middle	5–6	Spanish

State/City	School	Grade Levels	Language
CONNECTICUT			
New Haven			
	Clinton Avenue Language Academy	K–4	Spanish
DISTRICT OF COLUMBIA			
	James F. Oyster Bilingual Elementary	Pre-K–6	Spanish
FLORIDA			
Miami			
	Caribbean Elementary	Pre-K-5	Spanish
	Coral Way Bilingual Elementary	Pre-K–5	Spanish
	Southside Elementary	1–5	Spanish
Pompano Beach			
	Broadview Elementary	K–4	Spanish
ILLINOIS			
Chicago			
	Inter–American Magnet	Pre-K–8	Spanish
	Sabin Magnet	K–8	Spanish
	Joseph Brennenmann	K–1	Spanish
	John McCutcheon	K–1	Spanish
	Helen C. Peirce	K–1	Spanish
	George Pullman	K–1	Spanish
	Frank W. Reilly	K–1	Spanish
	Irma Ruiz	K–1	Spanish
MASSACHUSETTS			
Boston			
	Agassiz School	K–1	Spanish
	Grover Cleveland	6–8	Spanish
	Rafael Hernandez Elementary	K–8	Spanish
	Joseph J. Hurley Elementary	K–2	Spanish
Cambridge			
	Maynard School	K–5	Spanish
	Kennedy School	K–5	Spanish

State/City	School	Grade Levels	Language
MASSACHUSETTS, continued			
Framingham			
	Barbieri School	K–2	Spanish
Holyoke			
	Magnet Middle School for the Arts	6–7	Spanish
Salem			
	Federal Street School	K–3	Spanish
NEW YORK			
Bay Shore			
	Brook Avenue School	K–1	Spanish
Beacon			
	South Avenue School	K–4	Spanish
Buffalo			
	Herman Badillo Bilingual Academy, #76	3–6	Spanish
Jamaica			
	PS #182 (CSD 28)	K–1	Spanish
Long Beach			
	Blackheath Elementary	Pre-K–K	Spanish
	Lido Elementary	Pre-K–K	Spanish
Mt. Vernon			
	Hamilton Elementary	K–4	Spanish
New York City, Bronx			
	PS #60 (CSD 8)	K–2	Spanish
	PS #62 (CSD 8)	K–2	Spanish
	PS #75 (CSD 8)	K–2	Spanish
	CES 88x (CSD 9)	K–2	Spanish
	PS #9 (CSD 10)	K–1	Spanish
	PS #106x, The Parkchester School (CSD 11)	1–3	Spanish
New York City, Brooklyn			
	PS #1 (CSD 15)	K–5	Spanish
	PS #304 (CSD 16)	K	Spanish
	CSD 17 planning	K	Haitian Creole
	CSD 17 planning	K	Spanish
	PS #13 (CSD 19)	K–2	Spanish
	PS #314, Luis Munoz Marin (CSD 20)	K	Spanish

State/City	School	Grade Levels	Language
New York City, Brooklyn, continued			
	PS #322K (CSD 23)	Pre-K–1	Spanish
	PS #155K (CSD 23)	K–2	Spanish
	PS #274 (CSD 32)	K-2	Spanish
	PS #45K (CSD 32)	K-3	Spanish
New York City, Manhattan			
	Louis D. Brandeis High School	9–12	Spanish
	PS #19 (CSD 1)	K–3	Spanish
	PS #188 (CSD 1)	K–2	Spanish
	PS #1 (CSD 2)	Pre-K–K	Chinese
	PS #75 (CSD 3)	K–5	Spanish
	PS #84 (CSD 3)	K–6	Spanish
	PS #87 (CSD 3)	K–4	Spanish
	PS #144 (CSD 3)	K–3	Spanish
	PS #165 (CSD 3)	K–4	Spanish
	PS #191 (CSD 3)	K–3	Spanish
	Dual Language Middle School (CSD 3)	6–8	Spanish
	PS #7 (CSD 4) planning	K-2	Spanish
	PS # 112 (CSD 4) planning	K-2	Spanish
	PS #30 (CSD 5) planning	to be determined	Spanish
	PS #129 (CSD 5) planning	to be determined	Spanish
	PS #161 (CSD 5) planning	to be determined	Spanish
	PS #194 (CSD 5) planning	to be determined	Spanish
	PS #98 Discovery School (CSD 6)	K–3	Spanish
	IS #136, Harriet Beecher Stowe (CSD 6)	6–7	Spanish
New York City, Queens			
	PS #60 (CSD 27) planning	K	Spanish
	IS #53 (CSD 27) planning	6	Spanish
	PS #11 (CSD 30)	K–2	Spanish
	PS #149 (CSD 30)	K–2	Spanish
Newburgh			
	Newburgh Enlarged City School District, planning	to be determined	Spanish
Port Chester			
	Thomas A. Edison	K–1	Spanish
Rochester			
	PS #12, J. P. B. Duffy School	K–5	Spanish

State/City	School	Grade Levels	Language
NEW YORK, continued			
Syracuse			
	Seymour Elementary	K	Spanish
	Delaware Academy	K	Spanish
OREGON			
Salem			
	Richmond Elementary	K	Spanish
	Highland Elementary	K	Spanish
	Bush Elementary	K	Spanish
PENNSYLVANIA			
Philadelphia			
	Potter Thomas Bilingual Elementary	Pre-K–5	Spanish
TEXAS			
Houston			
	Cecile Foerster Elementary	Pre-K–K	Spanish
VIRGINIA			
Alexandria			
	John Adams Elementary	1	Spanish
Arlington			
	Key Elementary	K–5	Spanish
Falls Church			
	Bailey's Elementary	1–3	Spanish
WISCONSIN			
Milwaukee			
	La Escuela Fratney	Pre-K–5	Spanish

ABC Unified School District
Artesia, California

*Los Angeles County Bilingual Immersion Consortium**

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213-926-5566 x2136

BACKGROUND INFORMATION

Languages used in the program:
Portuguese/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
23% Hispanic; 37% Portuguese; 3% Black;
23% White; 14% Asian

Criteria for selecting and accepting students:
Parent choice with a long term commitment

Recruitment procedures:
- Brochures and letters are sent to all incoming and current English only kindergarten families
- School-site and district recruitment meetings
- Interested parents visited the Patrick Henry Elementary School program
- Posters in local libraries and businesses
- Presentations to other school-site parent councils

Grade level(s) of the program:
K-2

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K/1	1	28
1/2	1	31

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Brochures
- Posters

**Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

Program objectives:

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Portuguese is used for instruction:

K/1	90%
1/2	80%

Method of separating languages for instruction:
By teacher and by subject

Languages used for content area subjects and electives:
K-2—Portuguese instruction:
Language Arts, Math, Science, Social Studies, Music
K-2—English instruction:
P.E., Art, Music

Language of initial reading instruction:
Portuguese speakers:
Portuguese
English speakers:
Portuguese

Instructional grouping:
Students are grouped heterogenously by language and ability. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 part time resource teacher

Computer use:
Computer use in Portuguese

Curriculum/materials development:
Teachers have translated Big Books into Portuguese, made Big Books from original Portuguese literature, translated "Growing Healthy" into Portuguese, and will translate software into Portuguese.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Portuguese proficiency	SOLOM
English proficiency	SOLOM
Academic achievement in Portuguese	District CRT in Portuguese
Academic achievement in English	CTBS
Self-esteem/competence	Perceived Competence Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•A family picnic in the park for all students to meet each other and their teachers

Community responses to the program:
•LEP and EO parents are very excited about the progress of students

School Board's view of the program:
•The school board has designated the Immersion Program a program of choice and allows any interested family to enroll

Most important feature of the program:
•The district resource specialist has devoted a lot of attention to program planning, recruitment and coordination of resource specialists and principals

ABC Unified School District
Artesia, California //

*Los Angeles County Bilingual Immersion Consortium**

School:
Niemes Elementary School
16715 Jersey Avenue
Artesia, CA 90701
213-865-9586

Contact persons:
Shelly Speigel Coleman &
Chuck Acosta, Project Co-Directors
L. A. County Office of Education
9300 Imperial Highway, Rm 299
Downey, CA 90242
213-922-6469

Lupe Sandoval
Resource Teacher
L. A. County Office of Education
9300 Imperial Highway, Rm 299
Downey, CA 90242
213-922-6469

Kathy Neder-Olivos
District Bilingual Specialist
16700 South Norwalk Blvd.
Cerritos, CA 90701
213-926-5566 x2136

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
43% Hispanic; 3% Black; 37% White; 17% Asian

Criteria for selecting and accepting students:
Parent choice with a long term commitment

Recruitment procedures:
- Brochures and letters are sent to all incoming and current English only kindergarten families
- School-site and district recruitment meetings
- Interested parents visited the Patrick Henry Elementary School program
- Posters in local libraries and businesses
- Presentations to other school-site parent councils

Grade level(s) of the program:
K-2

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	30
1/2	1	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Brochures
- Posters

**Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

Program objectives:

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
1/2	90%

Method of separating languages for instruction:
By teacher and by subject

Languages used for content area subjects and electives:
K-2—Spanish instruction:
Language Arts, Math, Science, Music, Social Studies
K-2—English instruction:
Art, P.E., Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are grouped heterogeneously by language and ability. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 part time resource teacher

Computer use:
Computer use in Spanish

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SOLOM
English proficiency	SOLOM
Academic achievement in Spanish	Aprenda
Academic achievement in English	CTBS
Self-esteem/competence	Perceived Competence Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- A family picnic in the park for all students to meet each other and their teachers

Community responses to the program:
- Very positive
- Waiting list beginning to form for kindergarten

School Board's view of the program:
- The school board has designated the Immersion Program a program of choice and allows any interested family to enroll

Most important feature of the program:
- The district resource specialist has devoted a lot of attention to program planning, recruitment and coordination of resource specialists and principals

Barstow Unified School District
Barstow, California

De Colores Title VII Developmental Bilingual Education Program

School:
Hinkley Elementary/Middle School
551 South Avenue H
Barstow, CA 92311
619-253-5512

Contact persons:
Wayne R. Costa, Project Director/Principal
Hinkley Elementary/Middle School
551 South Avenue H
Barstow, CA 92311
619-253-5512

Holly Bowser
Hinkley Elementary/Middle School
551 South Avenue H
Barstow, CA 92311
619-253-5512

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
66% White; 32% Hispanic; 2% Black

Criteria for selecting and accepting students:
Volunteer basis

Recruitment procedures:
- Advertise at all parent meetings at the school
- Personal visits to the home
- Referrals from other parents involved
- Sibling preference

Grade level(s) of the program:
1-8

Grade level increases planned:
1992-93: K

Program size:

*Grade level**	*# of Classes*	*Class size*
1-4	2	30
5-8	1	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Print material upon request

**The school is composed of two levels (or classes) in which students are grouped in grades 1-4 and 5-8.*

Program objectives:

•To develop second language proficiency and literacy for all students

•To develop primary language for all students

•To increase academic achievement for all students

•To promote cross-cultural understanding for all students

•To increase self-esteem of all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-4	70%
5-8	50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
1-4—Spanish instruction:
Language Arts, Math, Science, Social Studies, Music, Literature, Art
1-4—English instruction:
Language Arts, P.E., Art, Literature
5-8—Spanish instruction:
Language Arts, Science, Core Literature
5-8—English instruction:
Language Arts, Math, Social Studies, Core Literature, P.E., Exploratory

Language of initial reading instruction:
Spanish speakers:
Spanish (English for oral language development only)
English speakers:
Spanish (English for maintenance only)

Instructional grouping:
Students are grouped by grade level for certain tasks. They also work in mixed grade level groups. Groups always represent both native cultures of the classroom. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
75%

Additional program staff:
•1 part time and 2 full time bilingual aides
•1 part time project director
•1 part time lead teacher

Computer use:
Computers are a main-stay of our program. Windows on Science (English/Spanish); MacWrite (English/Spanish); many other programs in English.

Curriculum/materials development:
Rough drafts of materials are being prepared for integrated thematic units focused on brain-compatible learning environments/styles.

PROGRAM EVALUATION

Evaluator:
Lynne Aoki
9691 Stanford Avenue
Garden Grove, CA 92641
714-638-7495

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IPT/IDEA, Teacher observation
English proficiency	IPT/IDEA, Teacher observation
Academic achievement in Spanish	Content area tests, Teacher observation
Academic achievement in English	Content area tests, Teacher observation
Self-esteem/competence	Teacher observation, Parent contacts
Attitudes	Teacher observation, Parent contacts
Cross-cultural Awareness	Teacher observation, Parent contacts

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, language classes
- Parent Council meets regularly as advisory council to Project Director and staff
- Parents frequently visit to view the program in operation—most of these are the EO parents
- Parent volunteers are used on a regular basis to assist teachers and aides

Community responses to the program:
- The community has been very supportive
- English only parents want their children to learn Spanish

School Board's view of the program:
- Unanimous support of the program

Advice to start-up programs:
- Keep the pre-service portion of the year
- Enroll English only students at the lowest grades

Most important features of the program:
- Cross-age tutoring and cooperative learning
- Computer assisted instruction
- Integrated thematic instruction
- All of the strategies in our project dovetail so well that the most important feature would be the linking of all three methods: computer technology, cooperative learning, and thematic instruction in a cross-cultural/multi-graded environment

Culver City Unified School District
Culver City, California

Developmental Bilingual Education Program

Schools:
Culver City Middle School
4601 Elenda
Culver City, CA 90230
213-839-4361

Culver City High School
4401 Elenda
Culver City, CA 90230
213-839-4361

Contact person:
Joan Davis, Title VII Director
Culver City Unified School District
Developmental Bilingual Education Program
4034 Irving Place
Culver City, CA 90232-2848
213-839-4361 x241

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of district:
32% Hispanic; 13% Black; 42% White; 12% Asian; <1% American Indian and Pacific Islander

Criteria for selecting and accepting students:
Spanish speakers:
None, but if necessary, LEP students with the least amount of English proficiency are given preference.
English speakers:
Students must be fluent Spanish speakers. (For twenty years, the district has had a Spanish immersion program in grades K-5.)

Recruitment procedures:
Program staff talks with the limited English proficient students and explains the benefits of the program.

Grade level(s) of the program:
6, 7, 9-12 (mixed level/grade classes)

Grade level increases planned:
The program will expand until it is a 6-12 program.

Program size:

Grade level	*# of Classes*	*Class size*
6	1	32
7	1	32
9-12	2	70 (total)

Funding sources:
Title VII DBE Grant

Program objectives:

•To develop complete literacy and communicative competence in two languages

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6-7	30%
9-12	30%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
6-7—Spanish instruction:
Social Studies, Language Arts
6—English instruction:
Math
7—English instruction:
Science
9-12—Spanish instruction:
Language Arts, Geography
9-12—English instruction:
All other subjects

Instructional grouping:
Students are integrated during content instruction for social studies, language arts, geography, math, and science. The remainder of the day students are in the classes they elect to take.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
5-10%

Additional program staff:
•1 full time resource teacher
•1 part time bilingual aide
•1 part time counselor

Computer use:
Computer use in both languages. The program uses the Great Alaska Writing Machine (available in English, teachers translate it into Spanish).

Curriculum/materials development:
There is a grade 6 and grade 7 Social Studies and Language Arts curriculum as well as Spanish for Spanish Speakers I and II curriculum.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish oral proficiency	SOLOM
English oral proficiency	SOLOM
Academic achievement in Spanish	SABE, Portfolio assessment
Academic achievement in English	CAS[2]

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•English-speaking parents offer support at home for the program as well as out-of-school activities
•We are developing the support of the Spanish-speaking parents

Community responses to the program:
•Very positive
•It is a very small school district and is in an area in which language learning is esteemed

School Board's view of the program:
•Advocates for Language Learning originated here and the originator was recently elected to the School Board
•Very supportive

Advice to start-up programs:
•Have a population which is eligible for participation in the program in sixth grade

Most important features of the program:
•Excellent curriculum and excellent teachers
•Curriculum specialist and counselor
•Labor intensive program

Davis Joint Unified School District
Davis, California

Davis Joint Unified School District Spanish Immersion Program

Schools:

Birch Lane Elementary School
1600 Birch Lane
Davis, CA 95616
916-757-5395

North Davis Elementary School
555 East 14th Street
Davis, CA 95616
916-757-5475

West Davis Intermediate School
1207 Sycamore Lane
Davis, CA 95616
916-757-5460

Contact persons:

Mary Lin Pitalo
Director of Curriculum and Instruction Services
526 B Street
Davis, CA 95616
916-757-5357

Paula Jacobs
Bilingual Coordinator
526 B Street
Davis, CA 95616
916-757-5326

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1982

Ethnic/racial breakdown of district:
9.8% Hispanic; 3.6% Black; 76.8% White; 8.8% Asian; 1% American Indian/Alaskan Native; <1% Pacific Islander

Criteria for selecting and accepting students:
Spanish speakers:
No criteria for entry into K or 1; review by appropriate school personnel for grades 2-6.
English speakers:
None

Other non-native English speakers in the program:
German, Portuguese, Chinese

Grade level(s) of the program:
K-6

Grade level increases planned:
No grade level increase by year. However, the plan is to expand the course offerings in Spanish in grades 7-9.

Program size:

Grade level	*# of Classes*	*Class size*
Birch Lane Elementary:		
K	1	29
K/1	1	28
1	1	31
2	2	29
3	2	30
North Davis Elementary:		
K	2	27
1	1	32
2	1	28
West Davis Intermediate:		
4	1	30
4/5	1	30
5	1	31
6	1	28

Recruitment procedures:
•Newspaper articles
•Brochures available at each school site
•Parent information night
•Spanish Immersion Parent Association networks with community members

Funding sources:
District General Fund

Program materials available to others:
•Master Plan in update process
•Brochures

Program objectives:

•To develop a high level of proficiency in understanding, speaking, reading, and writing in Spanish

•To gain skills and knowledge in the content areas of the curriculum, in keeping with the district's stated objectives in these areas

•To develop positive attitudes toward those who speak a foreign language and toward their culture(s)

•To develop English language skills commensurate with expectations for each student's age and abilities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1	100%
2	95%
3	80%
4	75%
5-6	70%

Method of separating languages for instruction:
By subject except for science in grades 4, 5, and 6

Languages used for content area subjects and electives:
K-4—Spanish instruction:
All content area subjects are taught in Spanish
2—English instruction:
Language Arts
3—English instruction:
Music, Language Arts
4—English instruction:
Language Arts, P.E., or Music
5-6—Spanish instruction:
Language Arts
5-6—English instruction:
Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are grouped for instruction only within the classroom and at the teacher's discretion. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time 4-6 grade science resource teacher
•4 part time bilingual aides

Curriculum/materials development:
The program follows district curriculum guides, but taught in Spanish.

PROGRAM EVALUATION

Evaluator:
Davis Joint Unified School District Central Office
526 B Street
P.O. Box 4000
Davis, CA 95617

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IPT
English proficiency	IPT
Academic achievement in Spanish	SABE
Academic achievement in English	CAT-E
Attitudes	Parent Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance

Community responses to the program:
•Program began in 1982 as a K-1 Spanish Immersion program for English speakers. Initially, 28 children were enrolled. Currently there are 15 classes with a K-6 enrollment of 440

School Board's view of the program:
•Bilingual Office of Education fully funds and supports the program. It has indicated that the program will grow as per demand

Advice to start-up programs:
•Know the current research
•Conduct many community forums
•Continually educate the parents and induce regular program teachers as well as immersion teachers

Most important features of the program:
•Staff and parent commitment
•The program has emerged into a two-way program by including Spanish speakers. The transition has been a challenge for teachers previously in a strict Spanish Immersion program

Fallbrook Union Elementary School District
Fallbrook, California

Bilingual Classroom Program

School:
La Paloma
300 Heald Lane
Fallbrook, CA 92028
619-723-7040

Contact person:

Charlotte Mishler
Title VII Resource Teacher
FUESD
321 North Iowa Street
PO Box 698
Fallbrook, CA 92028-0698
619-723-7000

Donna Reisbeek-Stoewer
Principal
La Paloma
300 Heald Lane
Fallbrook, CA 92028
619-723-7040

Jean Dooley
La Paloma
300 Heald Lane
Fallbrook, CA 92028
619-723-7040

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1975-76

Ethnic/racial breakdown of school:
30% Hispanic; 70% White

Criteria for selecting and accepting students:
Spanish speakers:
If students are considered limited English speakers, they are automatically enrolled in the bilingual program.
English speakers:
We suggest that students who are having difficulties in academic areas in English not enroll in the program.

Recruitment procedures:
By encouraging English speakers to learn Spanish through promotional and positive experiences

Grade level(s) of the program:
4-6

Program size:

Grade level	*# of Classes*	*Class size*
4	2	30
5	2	30
6	2	30

Funding sources:
District funds

Program materials available to others:
•Video
•Current brochure on the bilingual program

Program objectives:

•To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language

•To assist English only speakers with learning the Spanish language

•Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language

•Students will gain awareness and appreciation of their own culture as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

4	60%
5-6	40%

Method of separating languages for instruction:
In fourth grade, the languages are separated primarily by teacher. In fifth and sixth grades, they are separated by subject.

Languages used for content area subjects and electives:
4—Spanish instruction:
Social Studies, Math, Science, Reading, Computers, Language, Spelling, Art, P.E., Music
4—English instruction:
Math, Computers, Art, P.E., Music
5-6—Spanish instruction:
Social Studies, Science, Math, Reading, Computers, Language, Spelling, Art, P.E., Music
5—English instruction:
Social Studies, Science, Math, Computers, Art, P.E., Music
6—English instruction:
Science, Math, Computers, Art, P.E., Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction for part of the day. Non-English speakers and some limited English speakers are grouped for Spanish language arts or transitional English language arts. They are also grouped for science and social studies instruction. Hence, students are separated for language arts instruction, and in some cases, for social studies and science.

Percent of program teachers proficient in both languages:
85%

Percent of program staff proficient in both languages:
80%

Additional program staff:
•2 full time resource teachers
•2 bilingual aides

Computer use:
Materials in both languages are used in the computer lab.

Curriculum/materials development:
The district committee has developed curricula for the two-way classrooms. We are developing a Bilingual Master Plan.

PROGRAM EVALUATION

Evaluator:
School Bilingual Advisory Committee
J. Mike Choate, Assistant Superintendent of Instruction
PO Box 698
Fallbrook, CA 92028

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS
English proficiency	LAS, Portfolios (in grades 1–3)
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•The Bilingual Parent Advisory Committee meets four times a year to receive information about the program, give input about the program, and assist in planning activities

Community responses to the program:
•Some people are very supportive, but many are not well informed about the program and are critical of it

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Do a lot of public relations work to get stated and keep it functioning

Most important feature of the program:
•Great teachers!

Fallbrook Union Elementary School District
Fallbrook California

Bilingual Classroom Program

School:
Maie Ellis School
400 West Elder
Fallbrook, CA 92028
619-723-7060

Contact person:
Charlotte Mishler, Title VII Resource Teacher
FUESD
321 North Iowa Street
PO Box 698
Fallbrook, CA 92028-0698
619-723-7000

Roberta DeLuca, Principal
Maie Ellis School
400 West Elder
Fallbrook, CA 92028
619-723-7060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
27% Hispanic; 73% White

Criteria for selecting and accepting students:
Spanish speakers:
Placement is recommended by the Assessment Center
English speakers:
High achievers, enthusiastic learners, no disruptive problems, desire to learn a second language

Other non-native English speakers in the program:
Chinese

Recruitment procedures:
•Parent meetings
•Kindergarten registration

Grade level(s) of the program:
K-3

Program size:

Grade level	*# of Classes*	*Class size*
K	2	30
1	1	30
2	2	29
3	1	30

Funding sources:
Title VII, General Funds, Educational Impact Aid (EIA)

Program materials available to others:
•Brochure
•Video

Program objectives:

•To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language

•To assist English only speakers with learning the Spanish language

•Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language

•Students will gain awareness and appreciation of their own culture as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-3 (Spanish dominant) 80%
K-3 (English dominant) 20%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K—Math, Science, Language Arts, Social Studies are taught in the students' native language; ESL
1-3—Social Studies, Science, Math, Reading/Language Arts are taught in the students' native language; Music, P.E. and ESL are taught in English

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction by their first language and are separated for content instruction.

Percent of program teachers proficient in both languages:
29%

Percent of program staff proficient in both languages:
27%

Additional program staff:
•6 part time bilingual aides
•8 part time monolingual aides
•1 full time bilingual clerk
•1 full time health clerk

Computer use:
Computer use in both languages

Curriculum/materials development:
The district committee has developed curricula for the two-way classrooms. We are developing a Bilingual Master Plan.

PROGRAM EVALUATION

Evaluator:
School Bilingual Advisory Committee
J. Mike Choate, Assistant Superintendent of Instruction
PO Box 698
Fallbrook, CA 92028

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS
English proficiency	LAS, Portfolios (in grades 1–3)
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils
- District Bilingual Advisory Council

Community responses to the program:
- Responses are limited but improving

School Board's view of the program:
- Supportive

Advice to start-up programs:
- Plan well
- Do the homework as far as researching
- Good community public relations

Most important feature of the program:
- Teacher and administrative commitment and enthusiasm

Fallbrook Union Elementary School District
Fallbrook California

Bilingual Classroom Program

School:
Fallbrook Street School
405 West Fallbrook Street
Fallbrook, CA 92028
619-723-7030

Contact persons:

Charlotte Mishler,
Title VII Resource Teacher
FUESD
321 North Iowa Street
PO Box 698
Fallbrook, CA 92028-0698
619-723-7000

Mary Gonzales, Assistant Principal
Fallbrook Street School
405 West Fallbrook Street
Fallbrook, CA 92028
619-723-7030

Angie Ventura/Laura Carpenter
Fallbrook Street School
405 West Fallbrook Street
Fallbrook, CA 92028
619-723-7030

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1982

Ethnic/racial breakdown of school:
32% Hispanic; 65% White; 3% other

Criteria for selecting and accepting students:
Spanish speakers:
LAS test score below level 4
English speakers:
Volunteers

Recruitment procedures:
•Newsletter, parent requests
•Open House and Back to School Night

Grade level(s) of the program:
K-3

Program size:

Grade level	*# of Classes*	*Class size*
K	2	32
1	4	31
2	2	32
3	2	31

Funding sources:
Title VII and district funds

Program materials available to others:
•Video
•Brochure

Program objectives:

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-3 80%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
K-3—Spanish instruction:
Language Arts, Math, Science, Social Studies
K-3—English instruction:
Art, P.E., Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction by language dominance for core classes.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
72%

Additional program staff:
- 2 full time resource teachers
- 6 part time bilingual aides
- 1 bilingual clerk

Computer use:
Computer use in both languages

Curriculum/materials development:
The district committee has developed curricula for the two-way classrooms.

PROGRAM EVALUATION

Evaluator:
School Bilingual Advisory Committee
J. Mike Choate, Assistant Superintendent of Instruction
PO Box 698
Fallbrook, CA 92028

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS
English proficiency	LAS
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS
Self-esteem/competence	Teacher-made tests, "Here's Looking at You—The 2000 Program"

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils and classroom assistance
- Monthly Family Literacy meetings for Spanish-speaking parents

Community responses to the program:
- Mostly positive

School Board's view of the program:
- Supportive

Advice to start-up programs:
- Be sure to have district level support, community involvement, sufficient bilingual personnel, a definite plan, and lots of public relations

Most important feature of the program:
- Positive, qualified teachers

Fremont Unified School District
Fremont, California

DOBLE (Developing Opportunities for Bilingual Literacy and Education)

Schools:

Azevada Elementary School
39450 Royal Palms Drive
Fremont, CA 94538
510-657-3900

Blacow Elementary School
40404 Sundale Drive
Fremont, CA 94538
510-656-5121

Vallejo Mill Elementary School
38569 Canyon Heights Drive
Fremont, CA 94356
510-793-1441

Contact person:

Carmen Melendez, Director of Programs for LEP Students
Office of Bilingual and ESL Services
Fremont Unified School District
4210 Technology Drive
Fremont, CA 94537-5008
510-659-2531

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
Azevada: 22.41% Hispanic; 4.24% Black; 64.18% White; 8.32% Asian; <1% Pacific Islander; <1% American Indian
Blacow: 28.57% Hispanic; 4.02% Black; 57.8% White; 9.01% Asian; <1% Pacific Islander; <1% American Indian
Vallejo Mill: 25.30% Hispanic; 1.89% Black; 58.06% White; 12.55% Asian; 1.79% Pacific Islander; <1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
First-come, first-served
English speakers:
First priority to those students who are in the attendance area and have siblings in the program; second priority is parental commitment to the program.

Grade level(s) of the program:
1-6

Program size:

Grade level	*# of Classes*	*Class size*
K	3	30
1	3	30
2	3	30
3	2 1/2	30
4	2 1/2	30
5	2 1/2	30
6	2 1/2	30

Funding sources:
District funding; Title VII DBE Grant

Program materials available to others:
•Literature guide

Recruitment procedures:
•School Newsletter
•Orientation night
•Informational meetings
•Brochure

Program objectives:

•Fluency and literacy in two languages

•Full academic achievement

•Cultural appreciation

•Positive attitudes and self-esteem

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	75%
2	60%
3-6	25%

The goal is to have 50%:50%.

Method of separating languages for instruction:
Primary and second language instruction occurs at the same time (teacher and aide); whole group instruction using sheltered techniques.

Languages used for content area subjects and electives:
English instruction:
Language Arts (Reading/ESL), Math, Computer Lab, Library, Math Lab, P.E.
Spanish instruction:
Language Arts, Social Sciences, The Arts, Computer Lab, Library, Math Lab, P.E.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for language arts instruction but integrated for science and social studies.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
90%

Additional program staff:
•1 full time resource teacher
•13 part time bilingual aides

Computer use:
Computer use in English for science and math; word processing in both languages

Curriculum/materials development:
Program staff is in the process of developing four thematic units that will be used school-wide.

PROGRAM EVALUATION

Evaluator:
Skip Herbert, Ph.D.
CHECpoint Systems, Inc.
1520 North Waterman Ave.
San Bernardino, CA 92404
800-635-1235
714-888-3296

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IDEA, BINL
English proficiency	IDEA, BINL
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS
Self-esteem/competence	District inventory, Child journal entries
Attitudes	District inventory, Child journal entries

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Strong advisory committee to raise funds
- Parent volunteers
- Outreach program to parents to bring families into the classroom
- Home study guide and lending library for parents who cannot come to school, so parents can help students with their homework and education

Community responses to the program:
- It is a well respected program
- Both the Spanish-speaking and English-speaking parents think it is wonderful. However, some parents in the school and community who do not have children in the program do not understand or appreciate it

School Board's view of the program:
- Supportive

Advice to start-up programs:
- No one should attempt a developmental program (under Title VII guidelines) without having a bilingual program in place, with fully trained personnel and a clearly defined program mission
- The program should be defined for teachers, personnel, parents, and the community at large
- The program needs to be based on needs and be responsive to those needs
- The community and the schools need to work together

Most important features of the program:
- Community, teachers, and administration
- Consistent instruction
- A commitment to deliver bilingual education

Cabrillo Unified School District
Half Moon Bay, California

Two-Way Bilingual Education Program, Alvin S. Hatch Elementary School

School:
Alvin S. Hatch Elementary School
490 Miramontes
Half Moon Bay, CA 94019
415-712-7160

Contact person:
Gary D. Reeves, Principal
Alvin S. Hatch Elementary School
490 Miramontes
Half Moon Bay, CA 94019
415-712-7160

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
40% Hispanic; 45% White; 10% Portuguese; 5% Other

Recruitment procedures:
Voluntary and by parent request. At the kindergarten registration, information was given to parents and two orientations sessions (one in English and one in Spanish) were held.

Grade level(s) of the program:
K

Grade level increases planned:
The program will expand one grade level per year until grade 5. The long range goal is K-12.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	29

Funding sources:
Not funded—non-dependent on funding

Program objectives:

•Students will be fluent in two languages

•Students will have multicultural appreciation

•Students will have achievement skills at or above those in the normal program.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 90%
Each year 10% English will be added so that by upper grade levels instruction will be 50%:50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
Science is taught in English. All other content areas are taught in Spanish.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Spanish dominant and English dominant students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

PROGRAM EVALUATION

Evaluator:
Will be done internally

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IPT
Academic achievement in Spanish	SABE

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils and classroom assistance

Community responses to the program:
•Very positive and receptive
•Articulate parents advocated the implementation of the program

School Board's view of the program:
•Very supportive and enthusiastic

Advice to start-up programs:
•Make connections with a program which already exists

Most important feature of the program:
•Quality of the teacher delivering the program — enthusiasm, strengths, good teaching skills, love for the students, and commitment

Healdsburg Union School District
Healdsburg, California

Bilingual Immersion Program

Schools:
Fitch Mountain School
565 Sanns Lane
Healdsburg, CA 95448
707-431-3435

Foss Creek Elementary
1577 Healdsburg Avenue
Healdsburg, CA 95448
707-431-3492

Contact persons:
Ruta Krusa
Supervisor of Bilingual Education
925 University Street
Healdsburg, CA 95448
707-431-3480

Loretta Peterson Strong
Director of Personnel/Instruction
925 University Street
Healdsburg, CA 95448
707-431-3480

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of schools:
30% Hispanic; 70% White

Criteria for selecting and accepting students:
Spanish speakers:
Parent request
English speakers:
First come-first served; siblings of program participants get preference

Recruitment procedures:
- Kindergarten enrollment meetings
- Printed material
- Active parent Advocates for Language Learning group

Grade level(s) of the program:
Fitch Mountain: K-2
Foss Creek: 3-5

Program size:

Grade level	*# of classes*	*Class size*
Fitch Mountain:		
K	1	25
1	1	29
2	1	28
Foss Creek:		
3	1	24
4	1	31
5	1	27

Funding sources:
District funds

Program materials available to others:
- Information sheet

Program objectives:

•Bilingualism, Spanish acquisition for English only students

•Bilingualism, English acquisition for limited English proficient students

•Academic achievement for all students

•Biculturalism

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2-3	80%
4	60%
5-6	50%

Method of separating languages for instruction:
K-3: by teacher; 4-6: by subject

Languages used for content area subjects and electives:
K-3—Spanish instruction:
Social Studies, Math, Science, P.E., Language Arts, Music
K-1—English instruction:
Language Arts
2-3—English instruction:
Language Arts, Music
4-5—Spanish instruction:
Math, Science, Language Arts, Music
4—English instruction:
Social Studies, P.E., Language Arts, Music
5—English instruction:
Social Studies, Math, Science, Language Arts, Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are grouped heterogeneously and are integrated during content instruction

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time resource teacher
•6 part time bilingual aides

Computer use:
Computer use in both languages—language arts, math

Curriculum/materials development:
Teachers have developed social studies units. For language arts they have developed process writing materials—units, and activity sheets.

PROGRAM EVALUATION

Evaluator:
James D. Nivette, Ph.D.
P.O. Box 2646
Carmel, CA 93921
408-648-4334

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	BSM I & II, CTBS, SABE
English proficiency	BSM I & II, CTBS
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- English-speaking parents are extremely active in the school, classroom, and Advocates for Language Learning
- Spanish-speaking parents participate in Project Even Start–Literacy Classes, parent advisory meetings, and the home-study program

Community responses to the program:
- Mixed—those who favor second language acquisition and immersion structure love it; those who don't are negative

School Board's view of the program:
Cautious—have supported program strongly and are waiting for final outcomes at end of grade 6

Advice to start-up programs:
- Much communication and groundwork must be done prior to starting, including the non-bilingual staff and a wide parent base
- Long-term planning for staffing must be in place before starting
- Continuous communication and efforts to integrate immersion into overall school configuration

Most important features of the program:
- Excellent teachers and strong parent support
- Team teaching
- Integrated, heterogeneous instruction

Long Beach Unified School District
Long Beach, California

*Los Angeles County Bilingual Immersion Consortium**

School:
Patrick Henry Elementary School
3720 Canehill Avenue
Long Beach, CA 90808
213-421-3754

Contact persons:
Shelly Speigel Coleman and Chuck Acosta
Project Co-Directors
Los Angeles County Office of Education
9300 Imperial Highway, Room 299
Downey, CA 90242
213-922-6469

Myrna Almas
Los Angeles County Office of Education
9300 Imperial Highway, Room 299
Downey, CA 90242
213-496-0951

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
48.6% Hispanic; 7.4% Black; 34.7% White; 7.7% Asian; <1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Students are assessed at an assignment center; parent choice and a long term commitment
English speakers:
Parent choice and a long term commitment

Recruitment procedures:
- First priority goes to siblings
- District magnet brochure and program brochure
- Word of mouth
- Prospective parents come and tour the classrooms, meet with the resource teacher, and take home a brochure and information packet

Grade level(s) of the program:
K-3

Grade level increases planned:
The program will increase one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	30
1	1	28
2	1	30
3	1	28

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Converting a sound slide show into a video next year (English/Spanish/Portuguese)
- Brochures

**Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

Program objectives:

•After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)

•At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English

•By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English

•By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction

•By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem

•By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative

•At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2-3	80%

Method of separating languages for instruction:
By teacher and by subject

Languages used for content area subjects and electives:
K-3—Spanish instruction:
Spanish Language Arts, Social Studies, Math, Science, P.E., Music, Art
K-3—English instruction:
Music, English Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are grouped heterogeneously by language and ability. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time resource teacher
•4 full and part time bilingual aides

Computer use:
EZ Logo—Spanish; Magic Slate—Spanish; Create a Story—Spanish; Create a Monster—Spanish; Cheep Paint—Spanish

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Teacher observation, SOLOM
English proficiency	Teacher observation, SOLOM
Academic achievement in Spanish	Norm referenced test, SABE
Academic achievement in English	Norm referenced test, MAT
Self-esteem/competence	Perceived Competence Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Monthly Parent Councils, school visits, language classes, summer program, and yearly picnic
•Parents are involved in making things for the classroom
•Participate in phone tree

Community responses to the program:
•Very positive
•The Patrick Henry School is located in a middle class community and 80% of all the students are bused in
•Immersion parents are involved in all aspects of the school program
•The PTA president, vice president, and treasurer are parents of students in the Immersion program

School Board's view of the program:
•A presentation of the slide show was presented to the Board of Education and it was favorably received
•It is designated as one of the model bilingual program designs for the district

Advice to start-up programs:
•Try to begin with two classes at the same grade level or at least two classes on the same campus

Most important features of the program:
•Supportive principal and resource teacher
•Qualified teachers
•Active parents

Los Angeles Unified School District
Los Angeles, California

Bilingual Immersion Program

Schools:
Weigand Avenue School
10401 Weigand Avenue
Los Angeles, CA 90002
213-567-9606

Grand View Boulevard School
3951 Grand View Boulevard
Los Angeles, CA 90066
213-390-3618

Contact person:
Geraldine Herrera, Project Director
1320 West Third Street, Room 131
Los Angeles, CA 90017
213-625-4097

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of schools:
Weigand Ave: 77% Hispanic; 23% Black
Grand View Blvd.: 70% Hispanic; 8% Black; 19% White; 2% Asian; 1% American Indian

Criteria for selecting and accepting students:
Voluntary basis, parental consent

Recruitment procedures:
Parent meetings, flyers, video (in progress), newsletters, referrals by parents or others, newspapers

Grade level(s) of the program:
K-2

Grade level increases planned:

Weigand:	*Grand View Blvd.:*
1992-93: K-3	1992-93: K-2
1993-94: K-4	1993-94: K-3

Program size:

Grade level	*# of classes*	*Class size*
Weigand:		
K	1	22
1	1	27
2	1	27
Grand View Blvd.:		
K a.m.	1	27
K p.m.	1	27

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Program flyer
•PR packet

Program objectives:

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes and a psycho-social understanding towards the language, culture, and people of their group and other groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	75% (planned)
4	50% (planned)

Method of separating languages for instruction:
Team teaching approaches (different teachers)

Language used for content area subjects and electives:
K-2—Spanish instruction:
Language Arts, Math, Social Studies, Science/Health, Art, Music, P.E.
K-2—English instruction:
ESL (LEP), Oral Language (FEP/EO)
3—Spanish instruction: (planned)
Language Arts, Math, Social Studies, Science/Health, Art, Music, P.E.
3—English instruction: (planned)
Language Arts
4—Spanish instruction: (planned)
Language Arts, Social Studies, Science/Health, Math, Art, Music, P.E. (subjects alternate)
4—English instruction: (planned)
Language Arts, Art, Music, P.E. Math, Social Studies, Science/Health (subjects alternate)

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students from both language backgrounds are integrated during content instruction.
Heterogeneous grouping for large or small group instruction.

Percent of program teachers proficient in both languages:
Wiegand Avenue: 100%
Grand View Blvd.: 100%

Percent of program staff proficient in both languages:
Wiegand Avenue: 50%
Grand View: 20%

Additional program staff:
- 1 full time resource teacher
- 1 part time bilingual aide for every teacher

Computer use:
Very limited use of computers in both languages.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0024
408-924-3711

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish oral proficiency	SOLOM
English oral proficiency	SOLOM
Academic achievement in Spanish	APRENDA
Academic achievement in English	CTBS
Self-esteem/competence	Questionnaire
Attitudes	Questionnaire
Authentic assessments	Portfolios, Interactive Journals, Anecdotal Records, Reading Questionnaires

COMMUNITY SUPPORT AND VIEWPOINT

Parent Involvement:
•Parent Councils, school visits, classroom assistance, conference attendance
•Parent Education Program, Parent Resource Library Committee, Parent Advisory Council
•Volunteer Program, Home/School Collaboration

Community responses to the program:
•Parents are extremely supportive of the program and agree with program goals and objectives

School Board's view of the program:
•Very supportive and in favor of expanding the program in the future
•The Board passed a motion in 1991 to make every child in the district bilingual by the year 2000

Advice to start-up programs:
•Maintain high expectations for all students
•Provide a quality staff development program
•Accept long term commitment to developing the program
•Involve parent groups

Most important features of the program:
•Committed and dedicated principals and teachers
•A quality staff development program
•Monitoring and technical assistance to schools
•Support from the district office

Oakland Unified School District
Oakland, California

Spanish Language Immersion Program

School:
Lazear Elementary School
24 29th Avenue
Oakland, CA 94601
415-532-3521

Contact person:
Yolande Carrillo-Ross, Principal
Lazear Elementary School
24 29th Avenue
Oakland, CA 94601
415-532-3521

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1985

Ethnic/racial breakdown of school:
75% Hispanic; 10% Black; 5% Asian; 10% Other

Criteria for selecting and accepting students:
Spanish speakers:
Community students are served
English speakers:
Parental request; students must be enrolled in the program at kindergarten or first grade to participate

Recruitment procedures:
District advertising

Grade level(s) of the program:
K-6

Program size:

Grade level	*# of Classes*	*Class size*
K	1	29
1	2	30
2	1	31
3	1	31
3/4	1	32
5	1	31
6	1	32

Funding sources:
Title VII

Program materials available to others:
•Pamphlet

Program objectives:

•To develop literacy skills in both languages

•To be proficient in both languages

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	85%
2-3	50%
4-6	20%

Method of separating languages for instruction:
K-1: by teacher; 2-6: by subject

Languages used for content area subjects and electives:
K-3—All subjects except science are taught in Spanish
4-6—All subjects except reading are taught in English

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish and English

Instructional grouping:
Students are integrated for content area instruction. They receive science in English but are not separated.

Percent of program teachers proficient in both languages:
87%

Percent of program staff proficient in both languages:
80%

Additional program staff:
•4 bilingual aides
•2 monolingual English aides
•1 part time ESL instructor

Computer use:
Computer use in both languages

Curriculum/materials development:
Teachers have developed Spanish literature units.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	La Prueba
English proficiency	SOLOM
Academic achievement in Spanish	La Prueba
Academic achievement in English	CTBS
Self-esteem/competence	Informal teacher assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils and classroom assistance
•Monthly meetings for parents and training sessions for parents in both programs

Community responses to the program:
•Parents want their children in the program
•Students in the program rarely transfer out
•There is now a waiting list

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Organize thoroughly in terms of scheduling and planning
•Consider such things as where you will place teachers
•Look at the content areas and determine the amount of English language proficiency that is needed

Most important features of the program:
•Teachers who are proficient in both languages
•Language role models

Saddleback Valley Unified School District
Saddleback Valley, California

Bilingual Immersion Program

School:
Valencia Elementary
2566 Paseo de Valencia
Laguna Hills, CA 92653
714-830-3650

Contact persons:
María S. Quezada, Bilingual Coordinator
25631 Diseño Drive
Mission Viejo, CA 92691
714-455-7347

Nancy Nichols
25631 Diseño Drive
Mission Viejo, CA 92691
714-455-7348

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91 (planning year)

Ethnic/racial breakdown of school:
5.3% Hispanic; <1% Black; 84% White;
9.5% Asian; <1% Other

Criteria for selecting and accepting students:
Spanish speakers:
Readiness Inventory and Idea Oral Proficiency Test
English speakers:
Readiness Inventory

Recruitment procedures:
- Parent meetings
- Newspaper articles
- Contacts with pre-schools in the area

Grade level(s) of the program:
K-1

Grade level increases planned:
1992-93: K-2
1993-94: K-3

Program size:

Grade level	*# of classes*	*Class size*
K	1	30
1	1	28

Funding sources:
Title VII DBE Grant, state, and local funding

Program materials available to others:
- Program disseminates print material

Program objectives:

•To develop biliteracy skills for Spanish-only and English-only students

•To maintain academic achievement

•To promote cross-cultural understanding

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 90%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Language Arts, Social Studies, Math, Science, Health, P.E., Music
K-1—English instruction:
Language Arts, P.E., Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish (English Literature activities)

Instructional grouping:
Cooperative groups; students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
10%

Additional program staff:
•1 full time resource teacher
•2 part time bilingual aides

Curriculum/materials development:
The staff will be developing thematic units.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
School of Education
San Jose State University
One Washington Square
San Jose, CA 95192-0074
(408)-924-3752

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IPT, SOLOM
English proficiency	IPT, SOLOM
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS
Attitudes	Rating scales, Observation form

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•A chapter of Advocates for Language Learning has been started by the parents

Community responses to the program:
•Very positive for a new program for our district

School Board's view of the program:
•Promotes bilingualism

Advice to start-up programs:
•Important recruitment strategies

Most important feature of the program:
•Students are immersed in English and Spanish and are becoming biliterate

San Diego City Schools
San Diego, California

Two-Way (Developmental) Bilingual Education Program

School:
Lee Elementary
6196 Childs Avenue
Paradise Hills, CA 92139
619-475-2020

Contact person:
Tim Allen
Instructional Team Leader, Second Language Education
Stevenson Administrative Center, Room 15
4520 Pocahontas Avenue
San Diego, CA 92117-3710
619-483-4980

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1975

Ethnic/racial breakdown of school:
50% Hispanic; 10% Black; 20% White;
20% Asian

Criteria for selecting and accepting students:
There are no criteria for selecting students. Parents place their students in the program voluntarily.

Recruitment procedures:
Only kindergarten students are actively recruited. Letters to parents are sent home in early spring. Informational flyers are sent to neighborhood preschools.

Grade level(s) of the program:
K-6

Grade level increases planned:
This program has its continuation at Correia Junior High, the Academy for Bilingual Studies

Program size:

Grade level	*# of classes*	*Class size*
K/1	1	30
2/3	1	30
4/5	1	30
5/6	1	30

Funding sources:
District funds

Program materials available to others:
•Brochures

Program objectives:

•Students will become equally proficient in both Spanish and English

•Students will demonstrate systematic achievement in all subject areas

•Students will develop positive concepts regarding self, family, friends, and community

•Students will develop an increased understanding of the culture of the language they are learning

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-3	90%
4-6	50%

Method of separating languages for instruction:
K-3: There are separate language models, i.e., a Spanish teacher and an English teacher; 4-6: There are self-contained classrooms with languages separated by subject

Languages used for content area subjects and electives:
K-3—Spanish instruction:
Social Studies, Math, Science, P.E., Music, Art
K-3—English instruction:
LEP students receive English Language Development; formal English Language Arts begins in third grade
4-6—Spanish instruction:
Social Studies, Math, Science, P.E., Music, Art
4-6—English instruction:
Social Studies, Math, Science, P.E., Music, Art

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers
Spanish

Instructional grouping:
Students are grouped heterogeneously when flexible groupings are necessary. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
20%

Additional program staff:
•1 full time resource teacher
•12 part time bilingual aides
•1 part time basic skills/ESL teacher

Curriculum/materials development:
The program adapts district curricula into Spanish.

PROGRAM EVALUATION

The program is not currently being evaluated.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils and classroom assistance
•School site provides Family Math in Spanish

Community responses to the program:
•Generally positive and supportive

School Board's view of the program:
•Very favorable

Most important features of the program:
•On site administrative support
•Dedication of the teachers

San Francisco Unified School District
San Francisco, California

Buena Vista Alternative Elementary School Spanish Immersion Program

School:
Buena Vista Alternative Elementary School
2641 25th Street
San Francisco, CA 94110
415-695-5875

Contact person:
Linda Luévano, Principal
Buena Vista Alternative Elementary School
2641 25th Street
San Francisco, CA 94110

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1983

Ethnic/racial breakdown of school:
40% Hispanic; 7% Black; 39% White; 3% Asian; 10% Other Non-White

Criteria for selecting and accepting students:
Spanish speakers:
1/3—District consent decree requirements state that no school can have more than 40% of one ethnic group represented at any one school site.
English speakers:
2/3—After mid first grade, they use an informal assessment, parent interview, and reading skills measures.

Recruitment procedures:
- Presentations to targeted parent groups of pre-K and day care centers (language/ethnic minority children) in the city
- Information booths at a variety of community sponsored recruitment events

Grade level(s) of the program:
K-5

Program size:

Grade level	*# of Classes*	*Class size*
K	2	29
1	2	30
2	2	30
3	2	26
4	2	24
5	2	27

Funding sources:
District funds; parent fund-raising

Program materials available to others:
- Video: *Challenges and Opportunities: Immersion Education in San Francisco* (1990)
- Manual: *Challenges and Opportunities: Immersion Education in San Francisco*
- Program brochure
- Slide show (recruitment) for kindergarten parents about Buena Vista

Program objectives:

•Full development of English skills for all students in program

•Students will achieve native-like fluency and literacy in Spanish as compared to native Spanish proficiency levels in a Latin American schooling situation

•Students will achieve age- and grade-appropriate academic achievement

•Students will display positive attitudes toward their own and other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	85%
2	80%
3	70%
4	60%
5	50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-2—Spanish instruction:
History/Social Studies, Math, Science, Language Arts
K-1—English instruction:
Reading Readiness, Language Arts
2—English instruction:
Reading, Language Arts
3-5—Spanish instruction:
Math, Science, Language Arts
3-4—English instruction:
History/Social Studies, Language Arts
5—English instruction:
History/Social Studies, Math, Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
Spanish and English

Instructional grouping:
Heterogeneous social groups. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
90%

Additional program staff:
•2 full time and 5 part time bilingual aides
•1 full time student advisor
•1 part time parent volunteer coordinator

Computer use:
Computer use in both languages

Curriculum/materials development:
The staff developed curricula of thematic, integrated units of study and a K-5 scope and sequence for immersion which is adapted yearly.

PROGRAM EVALUATION

Evaluator:
State
San Francisco Unified School District

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SABE, Portfolios
English proficiency	CTBS, Portfolios
Academic achievement in Spanish	LAS, Portfolios
Academic achievement in English	CTBS
Self-esteem/competence	Teacher observation
Attitudes	Teacher observation

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•Parents are involved in fundraising and in every aspect of the school

Community responses to the program:
•Excellent
•Both communities in which the school has been located have expressed/displayed interest in applying and enrolling their children in the program

School Board's view of the program:
•Mixed

Advice to start-up programs:
•Go slow
•Difficult to staff and train

Most important features of the program:
•Parents are encouraged to participate in all capacities
•Program has grown dramatically in past six years, and although the program initially shared a building with another program, the Buena Vista Bilingual Immersion Program is the sole occupant of our present school site
•Integrated curriculum is a unique aspect of the program: music, dance, drama, and reading are integrated with science, math, and social studies

San Francisco Unified School District
San Francisco, California

Two-Way Bilingual Education Program

Schools:

Cleveland Elementary
Central Office
300 Seneca Ave
San Francisco, CA 94112
415-239-0697

Edison Elementary
Central Office
300 Seneca Ave
San Francisco, CA 94112
415-239-0697

Golden Gate Elementary
Central Office
300 Seneca Ave
San Francisco, CA 94112
415-239-0697

Contact persons:

Mary Jew, Project Coordinator
Central Office
300 Seneca Ave
San Francisco, CA 94112
415-239-0697

Ligaya Avenida, Project Director
Central Office
300 Seneca Ave
San Francisco, CA 94112
415-239-0168

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English
Cantonese/English (Golden Gate)

Year program began:
1990

Ethnic/racial breakdown of schools:
All three schools have 60% LEP (Hispanic or Chinese); 40% Black

Criteria for selecting and accepting students:
Spanish speakers:
NEP/LEP
Cantonese speakers:
NEP/LEP
English speakers
At least at grade level or no more than two grade levels below, with parent request

Recruitment procedures:
- Program brochure
- Talking to parents
- Parent meetings
- Survey letters sent to parents along with the brochure

Grade level(s) of the program:
K-2

Grade level increases planned:
Program will expand one grade per year up to grade 5

Program size:

Grade level	*# of Classes*	*Class size*
Edison:		
K	1	30
1	1	27
Cleveland:		
K	1	30
1	1	27
Golden Gate:		
K	1	32
1	1	28
2	1	30

Funding sources:
Title VII and district funds as well as other federal and state funds

Program materials available to others:
- Will have a video eventually
- Brochure

Program objectives:

•To bring about the fluent ability of students in both languages

•To help English only students acquire adequate fluency in oral and written language

•To foster students' appreciation of a multicultural society

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish/Cantonese is used for instruction:
K-2 50%

Method of separating languages for instruction:
Varies—by teacher, by day, by AM/PM, by week

Languages used for content area subjects and electives:
The target language (Spanish or Cantonese) and English are used for all subject areas due to the alternate schedule.

Language of initial reading instruction:
Spanish speakers:
Spanish
Cantonese speakers:
Cantonese
English speakers:
English

Instructional grouping:
Students are grouped at appropriate times for more cognitively demanding areas. Groups are mixed for other subject areas.

Percent of program teachers proficient in both languages:
83%

Percent of program staff proficient in both languages:
95%

Additional program staff:
•2 part time resource teachers
•3 bilingual aides

Computer use:
The program at Edison has computer activities in English and Spanish.

Curriculum/materials development:
The teachers have developed many curricula materials in all subject areas for the Cantonese program. The resource teachers are assisting teachers in developing curricula materials for the Spanish program.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SABE
Chinese proficiency	To be developed
English proficiency	LAS, IDEA, Mastery
Academic achievement in Spanish	SABE
Academic achievement in Chinese	To be developed
Academic achievement in English	CTBS
Self-esteem/competence	To be developed

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes

Community responses to the program:
•It has been favorable and there is an increasing demand for the program

School Board's view of the program:
•Very supportive of bilingual programs, in general. Very supportive of this one, which is a variation of the others
•The Board has a strong bilingual education policy

Advice to start-up programs:
•Getting principals involved, informed, and trained is the key to beginning a program

Most important features of the program:
•The program is motivating for students
•The teachers have high expectations for the students
•Teachers have a lot of training
•Many materials are available for use by the teachers

Wah Mei School
San Francisco, California

Cantonese/English Dual Language Program

School:
Wah Mei School
1400 Judah Street
San Francisco, CA 94122
415-665-4212

Contact persons:
Lisa Quan, Director
Wah Mei School
1400 Judah Street
San Francisco, CA 94122
415-665-4212

Dorena Lee, Head Teacher
Wah Mei School
1400 Judah Street
San Francisco, CA 94122
415-665-4212

BACKGROUND INFORMATION

Languages used in the program:
Cantonese/English

Year program began:
1973

Ethnic/racial breakdown of school:
95% Asian; 5% Non-Asian

Criteria for selecting and accepting students:
Age and parent participation

Recruitment procedures:
•Flyers
•Word of mouth
•Phone book

Grade level(s) of the program:
Preschool

Program size:

Grade level	*# of Classes*	*Class size*
1/2 day State Preschool	1	15
Full day Child Development	1	21
1/2 day Private	1	11
Full day Private	1	20

Funding sources:
State funds; private tuition

Program materials available to others:
•Brochures and flyers

Program objectives:

•To promote the development of the "whole" child in a bilingual and multicultural context

•Equal emphasis given to both Cantonese and English in the curriculum

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Cantonese is used for instruction:
Preschool 50%

Method of separating languages for instruction:
By teacher

Instructional grouping:
Students are grouped according to age and developmental level. LEP and bilingual Cantonese/English speakers are integrated for content instruction.

Percent of program teachers proficient in both languages:
80%

Percent of program staff proficient in both languages:
78%

Additional program staff:
•3 bilingual aides

Curriculum/materials development:
Teachers have developed curriculum and an English/Cantonese teaching guide.

PROGRAM EVALUATION

The program is not evaluated on a regular basis.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and classroom assistance

Community responses to the program:
•Favorable

Advice to start-up programs:
•Make sure to incorporate developmentally appropriate activities into both areas of the curriculum

Most important features of the program:
•Dedicated staff
•Qualified staff
•Well planned curriculum and activities

Yook Yau Ji Ga Daycare (San Francisco Unified School District)
San Francisco, California

Cantonese/English Dual Language Program

School:
Yook Yau Ji Ga Daycare
925 Stockton Street
San Francisco, CA 94108
415-397-1468

Contact person:
Jeanne Choy Tate, Director
Yook Yau Ji Ga Daycare
925 Stockton Street
San Francisco, CA 94108
415-397-1468

BACKGROUND INFORMATION

Languages used in the program:
Cantonese/English

Year program began:
1979

Ethnic/racial breakdown of school:
99% Chinese; 1% Other

Criteria for selecting and accepting students:
Cantonese speakers:
Priority to Chinese immigrant Families
English speakers:
Priority to special needs children, single parents, Chinese-Americans, non-Chinese races, and Chinatown residents

Other non-native English speakers in the program:
Mandarin, Vietnamese

Recruitment procedures:
Word-of-mouth

Grade level(s) of the program:
Preschool/Daycare

Program size:

Grade level	*# of Classes*	*Class size*
Preschool	4	9

Funding sources:
Parent fees; United Way

Program materials available to others:
•Video
•Print material

Program objectives:

- To provide a daycare environment that emphasizes language development in Cantonese and English, using native speakers of Cantonese and English as models for excellence
- To provide bilingual and bicultural curriculum to enhance self-esteem and cognitive abilities
- To provide for the education of the whole child
- To provide a learning environment that is ethnically and economically integrated so that the daycare population is integral to the learning experience
- To expose immigrant families to the American culture, giving them tools and resources to live effectively in that environment, while providing Chinese-American families and those of other ethnic backgrounds with the opportunity to strengthen their cultural heritage

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Cantonese is used for instruction:

Preschool	
2.5 years	90%
3 years	60%
3.5 years	40%
4 years	40%

Method of separating languages for instruction:
By teacher

Language of initial reading instruction:
Cantonese speakers:
Cantonese
English speakers:
English

Instructional grouping:
Students are grouped by developmental age and language for one hour of classes and for lunch. The rest of the day, activities and/or language are the choice of the individual child.

Percent of program teachers proficient in both languages:
25%

Percent of program staff proficient in both languages:
50%

Additional program staff:
- 1 English monolingual aide
- 3 Cantonese monolingual aides
- 1 part time bilingual social worker
- 1 bilingual director
- 1 bilingual administrative assistant
- 1 Chinese cook

Curriculum/materials development:
Teachers have developed a multi-sensory approach to reading and a teaching guide in Cantonese and English.

PROGRAM EVALUATION

The program is evaluated annually and reviewed by the National Association for the Education of Young Children (NAEYC) for accreditation every three years.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Daycare Board, parent conferences and workshops

Community responses to the program:
•Well respected

Advice to start-up programs:
•Be fully informed of the variety of models
•Be culturally aware throughout the program structure (i.e. schedule, teaching style, environment, etc.)

Most important features of the program:
•Bicultural values are endemic to the total structure of the program
•Cross-cultural team development is a major focus

San Jose Unified School District
San Jose, California

Two-Way Immersion Program

Schools:

Washington at River Glen Elementary
1610 Bird Avenue
San Jose, CA 95125
408-998-6240

John Muir Middle School
1260 Branham Lane
San Jose, CA 95118
408-998-6281

Contact persons:

Linda Luporini-Hakmi
Resource Teacher
1610 Bird Avenue
San Jose, CA 95125
408-998-6240

Rosa G. Molina, Principal
Washington at River Glen Elementary
1610 Bird Avenue
San Jose, CA 95125
408-998-6240

Cotine Weltsin, Principal
John Muir Middle School
1260 Branham Lane
San Jose, CA 95118
408-998-6281

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of school:
66% Hispanic; 1% Black; 30% White; 2% Asian; 1% Pacific Islander

Criteria for selecting and accepting students:

Spanish speakers
No criteria for grades K-1. At the second grade, students must be classified as LEP (oral proficiency test). In grades 3-6, students must be bilingual, fluent English speakers.

English speakers
No criteria for grades K-1. English speakers may only enroll at these two levels.

Recruitment procedures:
- District recruitment drive conducted at Enrollment/Assignment Centers where parents receive a catalogue of choice schools
- School tours
- Program brochures distributed to local businesses, libraries, pre-schools, etc.
- Word-of-mouth

Grade level(s) of the program:
K-6

Grade level increases planned:
1992-93: Pre-K and 7
1993-94: Pre-K and 8

Program size:

Grade level	*# of Classes*	*Class size:*
K	2	30
1	2	27
2	1	30
2/3	1	30
3/4	1	32
5	1	27
6	1	15

Funding sources:
District funds; Desegregation Magnet; Title VII DBE Grant

Program materials available to others:
- Program brochure; catalogue
- Information on teaching strategies used; parent education

Program objectives:

- Develop bilingual and biliterate students (Spanish and English) by developing fluency in communication and literacy in two languages
- Develop academically successful students by mastering knowledge in all academic subjects as outlined in the district guidelines
- Develop and cultivate an understanding and appreciation of other cultures, thus inspiring self-esteem and positive attitudes among all students, their families and communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%	4-5	60%
2	85%	6	50%
3	80%		

Method of separating languages for instruction:
K-2: by teacher; 3-6: by subject

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Reading Readiness/Language Arts, Math, Science, Social Studies, P.E., Art, Oral Language Devel.
K-1—English instruction:
Oral Language Development
2—Spanish instruction:
Reading/Language Arts, Math, Science, P.E., Art
2—English instruction:
Social Studies
3—Spanish instruction:
Reading/Language Arts, Math, Science, Social Studies, P.E., Art
3—English instruction:
Reading/Language Arts
4—Spanish instruction:
Reading/Language Arts, Science, Social Studies, Math. P.E., Art
4—English instruction:
Thematic Reading/Language Arts, Literature
5—Spanish instruction:
Reading/Language Arts, Math, Science, Art
5—English instruction:
Reading/Language Arts, Social Studies
6—Spanish instruction:
Reading/Language Arts Math, Science
6—English instruction:
Reading/Language Arts, Social Studies, P.E., Elective

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students work in heterogeneous groups and are integrated for content instruction except for ESL mini-groups during English exchange time in grades K-2. In third grade there is a transitional English reading group as needed.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
99%

Additional program staff:
- 1 full time resource teacher
- 3 full time bilingual aides
- 2 full time program assistants
- 1 part time Title VII project coordinator
- 1 full time Title VII resource teacher

Computer use:
Computer use in both languages; Word processing in grades 4, 5, and 6

Curriculum/materials development:
Classroom teachers have developed curricula for grades K-3 that follow monthly themes.

PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish oral language proficiency	LAS
English oral language proficiency	LAS
Academic achievement in Spanish	La Prueba
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Advisory Committee, school visits, classroom assistance, Booster Club

Community responses to the program:
•Very positive
•The program is being supported by the families in the neighborhood as well as throughout the district, since it is a magnet program
•Attracts students from outside the district

School Board's view of the program:
•Supportive, one of the few programs meeting desegregation's goals of integration and high academic success
•The superintendent is a former foreign language teacher
•The Board has seen the program grow and flourish due to excellent teaching, strong program design and parental commitment
•The program has received awards and recognition at the city, county, and state levels

Advice to start-up programs:
•Start gradually and small, perhaps at just the kindergarten level and increase a grade level each year
•Be sure to lay the ground work first in providing in-service training for staff involved and at the site where the program will be located

Most important features of the program:
•Commitment of parents and teachers to the program and the program design
•Staff training which ensures that immersion and other important teaching techniques are employed
•A feeling of teamwork, group-based decisions and working together toward the same goals
•The real learning comes from the students learning from one another. The school is a truly integrated school and provides an environment where all students can learn and all students can succeed

Santa Monica-Malibu Unified School District
Santa Monica, California

Developmental Bilingual Program Two-Way Spanish Immersion

School:
Edison Elementary School
2425 Kansas Avenue
Santa Monica, CA 90404
310-828-0335

John Adams Middle School
2425 16th Street
Santa Monica, CA 90405
310-452-2326

Contact persons:
Ruth Odell, Principal/Project Director
Edison Elementary School
2425 Kansas Avenue
Santa Monica, CA 90404
310-828-0335

Patricia Steinent, Resource Teacher
Edison Elementary School
2425 Kansas Avenue
Santa Monica, CA 90404
310-828-0335

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of school:
63% Hispanic; 12.1% Black; 21.4% White; 2.6% Asian; <1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
The local community is predominantly Hispanic
English speakers:
English only speakers are recruited

Recruitment procedures:
- Advertisements in newspaper
- Speakers at pre-schools
- Community presentations at local libraries
- Weekly visitation days
- Distribution of program flyers throughout community doctor's offices, laundromats, etc.

Grade level(s) of the program:
K-6

Grade level increases planned:
1992-93: 7
1993-94: 8
Grade 9-12 each successive year

Program size:

Grade level	*# of Classes*	*Class size*
Edison Elementary:		
K	3	25
1	2	25
2	3	24
3	2	24
4	2	27
5	2	27
John Adams Middle School:		
6	1	33

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Locally made video
- Brochure and numerous articles regarding bilingualism for prospective parents to read

Program objectives:

- Acquisition of proficient basic communicative skills in L2 and development of academic language proficiency and subject matter attainment in L1 and L2
- Positive psycho-social adjustment
- Recruitment of bilingual certified staff, ongoing in-service training based on staff needs, and the establishment of a Bilingual/Immersion Teacher Mentor Program
- Expanded enrollment of native English-speaking students
- Creation of a self-esteem curriculum and augmentation of Spanish language materials
- Computerized tracking of students' academic performance

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%
4-5	50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
K—Spanish instruction:
Language Arts, Math, Science, Social Studies, P.E., Computers, Art, Music
K-English instruction:
ESL
1-2—Spanish instruction:
Language Arts, Math, Science, Social Studies, Art, Music
1-2—English instruction:
P.E., ESL
3-5—Spanish instruction:
Language Arts, Math, Science, Social Studies
3—English instruction:
Art, Music, ESL
4—English instruction:
Social Studies, Science, P.E., Art, Music
5—English instruction:
Language Arts, Science, Social Studies, Music, Art, P.E.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Cooperative groups. Students are integrated during content instruction.

Computer use:
Computer use in English and Spanish

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 full time resource teacher
- 7 part time bilingual aides (not funded by Title VII)
- 1 full time social worker

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PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3911

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IPT, BSM, LAS
English proficiency	IPT, BSM, LAS
Academic achievement in Spanish	SABE
Academic achievement in English	CAS^2 (Grades 1-3), ITBS (Grades 4-5)
Self-esteem/competence	Perceived Competence and Social Acceptance
Attitudes	Perceived Competence and Social Acceptance

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•Parents assist in the preparation of materials for classroom use
•Parents assist in the Recruitment Program

Community responses to the program:
•Very positive and supportive. We recruit English-speaking children from the community

School Board's view of the program:
•They are highly committed to the program through high school

Advice to start-up programs:
•Recruit qualified teachers
•Provide staff development in philosophy, teaching strategies, and management strategies for a two-way immersion program
•Select and prepare appropriate materials for student use

Most important features of the program:
•Teacher commitment
•Challenge of the language
•Parent support
•The need to recruit English only speakers
•Commitment of the Board of Education and the community
•This program should be replicated nationwide. This is a "natural way" to learn a language

Valley Center Union School District
Valley Center, California

Valley Center Bilingual Education Program

Schools:

Valley Center Primary School
1429 Fruitvale Road
Valley Center, CA 92082
619-749-8282

Valley Center Elementary School
28751 Cole Grade Road
Valley Center, CA 92082
619-749-1631

Valley Center Middle School
28751 Cole Grade Road
Valley Center, CA 92082
619-749-8555

Contact persons:

Lucy Haines-Avilés
Director of Categorical Programs
28751 Cole Grade Road
Valley Center, CA 92082
619-749-0464

Sarah Clayton
Assistant Superintendent
28751 Cole Grade Road
Valley Center, CA 92082
619-749-0464

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1982-83

Ethnic/racial breakdown of school:
30% Hispanic; 60% White; 10% American Indian

Criteria for selecting and accepting students:

Spanish speakers:
All are accepted into the program, unless the parent does not want the child in the program.

English speakers:
Initially, at kindergarten, all students are accepted. From first through second grades, most students are accepted. At third grade and above, students are accepted only after counseling with parents by the site administrator.

Recruitment procedures:
- By word-of-mouth
- Brochure on bilingual program
- Presentation at kindergarten round-up and other community presentations

Grade level(s) of the program:
K-6

Program size:

Grade level	*# of classes*	*Class size*
Valley Center Primary:		
K	5	28 (average)
1	5	26 (average)
2	4	27 (average)
3	1	26
Valley Center Elementary:		
3	2	28 (average)
4	3	27 (average)
5	3	27 (average)
Valley Center Middle:		
6	2	30 (average)

Funding sources:
Local funding, state funding, and Title VII DBE Grant

Program materials available to others:
- Planning a video
- Brochure and program description

Program objectives:

•To assist project participants to develop native language proficiency

•To assist project participants to develop second language proficiency

•To assist project participants to develop cross-cultural attitudes and behaviors

•To establish a school/home partnership though parent involvement and activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	75% (LEP)
	40-60% (EO)
1-2	75%
3	75% (Fall); 50% (Spring)
4-6	50%

Method of separating languages for instruction:
It varies from grade level to grade level and classroom to classroom. Generally speaking it is separated by subject, but there are some teams that separate by teacher. What makes our program different from other immersion programs is that English only students have instruction in their primary language for language arts and math. The content areas then use an alternate approach for language of instruction.

Languages used for content area subjects and electives:
K-6—Spanish instruction:
Reading Readiness, Math, Social Studies, Art, Science, P.E., Music
K-6—English instruction:
Reading Readiness, Math, Social Studies, Art, Science, P.E., Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Instruction is done through whole and small groups. Sometimes students are grouped by language, sometimes by skills, and many times cooperatively and heterogeneously. Students are integrated for content instruction.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
40%

Additional program staff:
•1 full time resource teacher
•20 part time bilingual aides
•2 full time community liaisons
•1 part time bilingual speech/language specialist
•1 bilingual counselor for middle school

Computer use:
Computer use in both languages

Curriculum/materials development:
Teachers have developed some core literature units and some thematic units.

PROGRAM EVALUATION

Evaluators:

Kathryn Lindholm
San Jose State University
School of Education
One Washington Square
San Jose, CA 95192-0074
408-924-3752

Richard Pacheco
School of Education
San Diego State University
San Diego, CA 92103
619-594-5863

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS
English proficiency	LAS
Academic achievement in Spanish	SABE
Academic achievement in English	Valley Center Testing Program normed on CAT
Attitudes	Cross-Cultural Attitude Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, classroom assistance, and language classes
- A Family Learning Program has begun in the evenings for both target language speakers and English language speakers

Community responses to the program:
- Very positive and supportive, although the immigration patterns have impacted the classroom balance, which has raised some concerns

School Board's view of the program:
- They have adopted a policy that states that bilingualism is desirable and attainable

Advice to start-up programs:
- Look to the future in planning your program. Some two-way programs do not lend themselves to late entry students (either English only or limited English proficient)

Most important features of the program:
- Staff commitment and expertise
- Administrative support
- Equal language status

Windsor Union School District
Windsor, California

Windsor Union School District's Two-Way Spanish Immersion Program

School:
Windsor Elementary School
7650 Bell Road
Windsor CA 95492
707-838-6628

Contact persons:
Ginger Dale, Title VII Resource Teacher
7650 Bell Road
Windsor CA 95492
707-838-6628

Jennifer Reynolds
7650 Bell Road
Windsor CA 95492
707-838-6628

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986-87

Ethnic/racial breakdown of school:
20% Hispanic; 2% Black; 72% White; 2% Asian; 4% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Accept all
English speakers:
First priority is given to those who have siblings in the program and those attending orientation meetings. Next, priority is given by date of signed permission.

Recruitment procedures:
•Parent information meetings
•Flyers and announcements

Grade level(s) of the program:
K-5

Grade level increases planned:
1992-93: K-6
1993-94: K-7
1994-95: K-8

Program size:

Grade level	*# of classes*	*Class size*
K	3	27
1	3	27
2	3	27
3	2	30
4	1	30
4/5	1	29
5	1	30

Funding sources:
District; Title VII; Even Start

Program materials available to others:
•Video: *How to Plan & Implement a Two-Way Spanish Immersion Program*
•Manual: *How to Plan & Implement a Two-Way Spanish Immersion Program* (available from Foreign Languages and International Studies Unit, California State Department of Education, PO Box 944272, Sacramento, CA, 94244-2720)

Program objectives:

•Fluency and literacy in Spanish and English

•High academic achievement

•Positive cross-cultural appreciation and understanding

•Positive psycho-social development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	85%
3	80%
4-5	70%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
K-2—Spanish instruction:
All subjects except English Language Development
K-2—English instruction:
English Language Development
3—Spanish instruction:
All subjects except some P.E. and English Language Arts
3—English instruction:
Some P.E., English Language Arts
4-5—Spanish instruction:
All subjects except English Language Arts and Social Studies
4-5—English instruction:
English Language Arts, Social Studies

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Students are grouped heterogeneously by language, academic levels, and gender. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time resource teacher
•7 part time bilingual aides
•1 full time bilingual secretary
•1 full time community liaison

Curriculum/materials development:
Teachers have developed integrated units around literature, social studies, or science themes.

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PROGRAM EVALUATION

Evaluator:
Dr. Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0024
408-924-3711

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IPT, SOLOM
English proficiency	IPT, SOLOM
Academic achievement in Spanish	La Prueba
Academic achievement in English	CTBS
Self-esteem/competence	Perceived self-competence scale
Attitudes	Perceived self-competence scale
Parent participation	Teacher survey
Teacher understanding	Teacher questionnaire
Classroom practices	Observations with rating sheets

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Council, Site Council, PTA, school visits, classroom assistance, and language classes
•Participation in Advocates for Language Learning and the Bilingual Advisory Committee
•Parenting classes, home visits, informational meetings, fund raisers, School Board newsletters
•Programs and activities such as dances, pot lucks, and picnics

Community responses to the program:
•Mixed response. In general they are supportive of the program, but are not willing to make allowances for the program being different and having special needs

School Board's view of the program:
•Very supportive

Advice to start-up programs:
•Networking is very important
•We produced a video and manual with all of our advice

Most important features of the program:
•Strong teachers
•Instructional strategies (whole language, cooperative learning)

Woodland Joint Unified School District
Woodland, California

K-6 Spanish Immersion Program*

Schools:
Beamer Park Elementary School
525 Beamer Street
Woodland, CA 95695
916-662-1769

Contact persons:
Ben Flores, Principal
Beamer Park Elementary School
525 Beamer Street
Woodland, CA 95695
916-662-1769

Gloria Rodriguez
Beamer Park Elementary School
525 Beamer Street
Woodland, CA 95695
916-662-1769

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
52% Hispanic; 1.5% Black; 43% White; 3% Asian; 4% Pacific Islander

Criteria for selecting and accepting students:
Spanish speakers:
One-third of students in the program
Bilingual speakers (Spanish and English):
One-third of students in the program
English speakers:
One-third of students in the program

All students must start at the K/1 level of the one-way immersion program.

Recruitment procedures:
Parents and students are provided information regarding the program via flyers, newsletters from the school and the district, and the local newspaper

Grade level(s) of the program:
3-6

Program size:

Grade level	*# of Classes*	*Class size*
3	1	31
4	1	32
5	1	31
6	1	31

Funding sources:
District allocations

Program materials available to others:
•Videos
•Print material

**K-2 is a one-way Spanish immersion program; 3-6 is a two-way immersion program. Students from grades K-2 in the immersion program feed into the two-way bilingual program.*

Program objectives:

•To ensure achievement in academic subjects commensurate with the students' ability and grade level

•To provide an opportunity to become an additive bilingual, being able to function in both English and Spanish, thereby increasing intellectual flexibility and fluency

•To instill an understanding and appreciation for others' homes and cultures through music, art, and language

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

3	80%
4	60%
5-6	50%

Method of separating languages for instruction:
By subject in grades 3-4. By subject and teacher in grades 5 and 6.

Languages used for content area subjects and electives:
3—Spanish instruction:
Social Studies, Math, Science, Language Arts
3—English instruction:
P.E.
4—Spanish instruction:
Social Studies, Spanish Language Arts, Science
4—English instruction:
Math, English Language Arts, Social Studies, Science
5-6—Spanish instruction:
All subjects
5-6—English instruction:
All subjects

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

Instructional grouping:
Heterogeneous groups. Students are integrated for content instruction.

Percent of program teachers proficient in both languages:
95%

Percent of program staff proficient in both languages:
75%

Additional program staff:
•2 part time resource teachers
•3 part time bilingual aides
•2 part time (English) monolingual aides

Computer use:
Some computer use in English and limited computer use in Spanish

Curriculum/materials development:
Teachers have developed social studies curriculum and materials. For different programs, teachers make books in Spanish.

PROGRAM EVALUATION

The program is not evaluated on a regular basis.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•Workdays and fieldtrips

Community responses to the program:
•Very favorable
•There is a lot of parent participation
•Several students in the program are from other schools in the district

School Board's view of the program:
•Very favorable
•Two of the board members' children are in the program

Advice to start-up programs:
•Get parents involved from the very start
•Inform parents of long term commitment

Most important features of the program:
•A "Win-Win" situation for all participants
•Parents choose the program
•Teachers are willing and active participants who are always improving themselves

Fort Lupton School District RE-8
Fort Lupton, Colorado

Fort Lupton Bilingual Program

Schools:

Twombly Primary
1600 9th Street
Fort Lupton, CO 80621
303-857-6201

Butler Elementary
411 South McKinley
Fort Lupton, CO 80621
303-857-2714

Fort Lupton Middle School
201 South McKinley
Fort Lupton, CO 80621
303-857-6210

Contact persons:

Annette A. Gaddis, Bilingual Director
Fort Lupton School District RE-8
411 South McKinley
Fort Lupton, CO 80621
303-857-2714

Brent Mutsch, Superintendent
Fort Lupton School District RE-8
301 Reynolds Street
Fort Lupton, CO 80621
303-857-6291

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1972

Ethnic/racial breakdown of district:
45% Hispanic; <1% Black; 54% White; <1% Asian; <1% American Indian

Criteria for selecting and accepting students:
All students are welcomed

Recruitment procedures:
It is a voluntary program with the exception of preschool. All eight sections of preschool are bilingual classes. From kindergarten on up, parents can choose which program they wish their child to participate in.

Grade level(s) of the program:
Pre-K–6

Program size:

Grade level	*# of Classes*	*Class size*
Twombly:		
Preschool	8	21 (average)
K	7	23 (average)
Butler:		
1	7	21 (average)
2	6	26 (average)
3	6	24 (average)
4	6	24 (average)
Fort Lupton Middle:		
5	5	23 (average)
6	5	25 (average)

Funding sources:
District supported Pre-K–6 grades (43 bilingual classrooms)

Program materials available to others:
- 20-30 minute video
- Bilingual Teacher Handbook

Program objectives:

•The objectives are the same district objectives for all students in all content areas. Additional objectives include the following ESL/SSL components:

•Learning the basic skills

•Learning a second language

•Developing self-concept

•Promoting cultural awareness

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K	100%
K	90%
1	80%
2	70%
3-6	50%

Method of separating languages for instruction:
Spanish-dominant speakers are taught reading and writing in their primary language. Teachers teach social studies, science, and math one day in English and the next day in Spanish.

Languages used for content area subjects and electives:
Pre-K–K—Spanish instruction:
Storytime, Math, Social Studies, Science
Pre-K–K—English instruction:
Storytime, Math, Social Studies, Science
1-6—Spanish instruction:
Reading, Math, Social Studies, Science, Music, P.E.
1-6—English instruction:
Reading, Math, Social Studies, Science, Music, P.E.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Whole group and small group—depends on the teacher. Students are integrated during content instruction for the most part. Some teachers separate students for reading instruction.

Percent of program teachers proficient in both languages:
95%

Percent of program staff proficient in both languages:
95%

Additional program staff:
•43 bilingual teachers
•43 bilingual aides
•1 bilingual director
•1 bilingual secretary

Computer use:
Computer use in Spanish and English

Curriculum/materials development:
Teachers have developed Big Books in Spanish, songs, poetry, and material to accompany the district curriculum.

PROGRAM EVALUATION

Evaluator:
The program will be undergoing evaluation

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
English proficiency	IPT/IDEA
Academic achievement in English	ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•Accountability committees

Community responses to the program:
•Very favorable
•It is a well supported program

School Board's view of the program:
•The Bilingual Program has the support of the School Board, as evidenced by district financial commitment
•All position vacancies are filled with bilingual teachers when possible

Advice to start-up programs:
•The program needs district as well as parental support to succeed
•Administrative support is very important

Most important features of the program:
•The voluntary nature of the program
•Seeking the best teachers for the positions
•The district and financial support
•Over 1000 students are in the program

New Haven Public Schools
New Haven, Connecticut

Clinton Avenue Language Academy

School:
Clinton Avenue Language Academy
293 Clinton Avenue
New Haven, CT 06513
203-787-8404

Contact persons:
Mary Lowery
Supervisor of Foreign Language and Migratory Programs
54 Meadow Street
New Haven, CT 06519
203-787-8685

Lisette Bernier-McGowan
Supervisor of Bilingual Education and ESL
54 Meadow Street
New Haven, CT 06519
203-787-8685

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
52.3% Hispanic; 37.1% Black; 9.6% White; 1% Asian

Criteria for selecting and accepting students:
Commitment from parents to project

Recruitment procedures:
The school is a neighborhood school and serves the neighborhood population. Then, through application and selection by a controlled lottery, fifty students are added to the neighborhood population in the program.

Grade level(s) of the program:
K-4

Grade level increases planned:
Hope to expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	4	22 (average)
1	4	22 (average)
2	4	22 (average)
3	3	22 (average)
4	3	22 (average)

Funding sources:
Federal Government Magnet Desegregation Act Grant

Program materials available to others:
•Program is part of video on all magnet schools
•Program description and brochure

Program objectives:

- Develop the same general academic abilities of other students in the New Haven Public Schools, while gaining a special appreciation for the structure and function of language
- Receive basic academic instruction in the native language and eventually learn new subject material in a second language
- Understand the multicultural nature of society, valuing their own cultural and linguistic heritage as well as that of others
- Acquire a foundation for marketable skills through functional knowledge of a foreign language
- Learn to handle the linguistic and cultural demands of a rapidly-changing world

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	20% ESL, 20% SSL
1	15% ESL, 10% SSL
2	20% ESL, 10% SSL
3	40% ESL, 25% SSL
4	45% ESL, 25% SSL

Method of separating languages for instruction:
By teacher (ESL and SSL). Various configurations: integrated lessons can be given in Spanish or English. The language specialist prepares or enriches students prior to their instruction in their second language. The goal in the next few years is to have more of a balance between ESL/SSL instruction and to increase dual language competency. The program is still experimental.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
In K-2, integration is in specialty areas and multicultural activities between ten and twenty percent of time. Integration increases by third grade, but is still not fully integrated for content areas. Students are separated for language instruction part of the time.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
- 2 full time bilingual aides
- 3 monolingual aides
- 1 full time curriculum developer
- 5 full time language specialists

Computer use:
Program uses computers, electronic textbooks, and the Writing to Read program in English and Spanish.

Curriculum/materials development:
Working on SSL and multicultural curriculum

PROGRAM EVALUATION

Evaluator:
Internal evaluation

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	IDEA, School is developing a test
English proficiency	IDEA, School is developing a test
Academic achievement in Spanish	SABE
Academic achievement in English	MAT

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Home support and training parents to supplement at home what students are doing at school
- After school program
- Working on providing language classes

Community responses to the program:
- Tremendous
- Excellent
- Everybody is watching

School Board's view of the program:
- Very, very supportive

Most important features of the program:
- Tremendous increase in self-esteem for both groups of students
- A lot of interaction and integration at school
- Prestige of both languages has increased as well as an understanding of both cultures

Washington, D.C. Public Schools
Washington, D.C

James F. Oyster Bilingual Elementary School

School:
James F. Oyster Bilingual Elementary School
29th and Calvert Streets, NW
Washington, DC 20008
202-673-7277

Contact person:
Matilde Arciniegas, ESL/SSL Specialist
James F. Oyster Bilingual Elementary School
29th and Calvert Streets, NW
Washington, DC 20008
202-673-7277

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1971

Ethnic/racial breakdown of school:
60% Hispanic; 35% Black/White; 5% Other

Criteria for selecting and accepting students:
All students within Oyster's boundaries are accepted

Other non-native English speakers in the program:
Arabic, Hindi, Portuguese, Tagalog, French

Recruitment procedures:
All students living within Oyster's boundaries, as designated by DC Public Schools, may enroll in Oyster School at any time. In addition, students living outside the boundaries may apply for transfers to the school the year before they actually enroll.

Grade level(s) of the program:
Pre-K–6

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	1	23
K	2	23 (average)
1	2	25 (average)
2	2	21 (average)
3	1	29
3/4	1	29
4/5	1	27
5	1	28
6	1	26

Funding sources:
DC Public Schools

Program materials available to others:
•Newspaper articles, reports, summaries of the program

Program objectives:

•To develop the entire range of subject-matter skills in two languages

•To develop bilingual, biliterate, and multicultural students

•To involve all students in the school in the totally bilingual program

•To provide instruction in two languages in all content areas so that the students are bilingual and biliterate upon graduation

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K–6 50%

Method of separating languages for instruction:
By teacher and subject; each classroom has two teachers—one English speaker and one Spanish speaker.

Languages used for content area subjects and electives:
All subjects and electives except art and music are taught in both languages. All other subjects are taught in both languages at all grade levels.

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
Spanish and English

Percent of program teachers proficient in both languages:
65%

Percent of program staff proficient in both languages:
65%

Additional program staff:
•2 full time resource teachers
•3 part time bilingual aides
•1 full time (English) monolingual aide
•1 full time math resource teacher
•1 full time building resource teacher

Computer use:
Mostly in English. When teachers have been able to find software in Spanish, Spanish is used.

Curriculum/materials development:
A Spanish language arts and reading curriculum, Spanish CBC, was developed for Oyster. This curriculum was developed taking into account the English reading/language arts program used throughout the district.

PROGRAM EVALUATION

Evaluator:
The program is not evaluated on a regular basis

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Aprenda
English proficiency	CTBS, LAS
Academic achievement in Spanish	Teacher-made tests
Academic achievement in English	Teacher-made tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•Fundraising

Community responses to the program:
•Our immediate community is extremely supportive of the bilingual program at Oyster
•We have an extensive waiting list of students in the area who would like to enter Oyster

School Board's view of the program:
•Supportive
•The program has been financed through local funds since day one

Advice to start-up programs:
•Community support from English speakers and Spanish speakers is essential
•Equal status for the two languages is also critical to the success of the program
•Extensive staff training
•Qualified teachers and materials that reflect current trends in education

Most important feature of the program:
•The teachers' and principal's commitment to a quality education in two languages

Dade County Public Schools
Miami, Florida

Caribbean Elementary School Bilingual Program

School:
Caribbean Elementary School
11990 Southwest 200th Street
Miami, FL 33177
305-233-7131

Contact person:
Carmen Suarez
Caribbean Elementary School
11990 Southwest 200th Street
Miami, FL 33177
305-233-7131

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1979

Ethnic/racial breakdown of school:
33% Hispanic; 50% Black; 17% White

Criteria for selecting and accepting students:
Parent approval

Other non-native English speakers in the program:
Haitian

Recruitment procedures:
The school serves the neighborhood population

Grade level(s) of the program:
Pre-K–5

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	1	20 (average)
K	5	27 (average)
1	5	27 (average)
2	5	27 (average)
3	5	27 (average)
4	4	32 (average)
5	6	32 (average)

Funding sources:
District funds

Program materials available to others:
•Spanish Curriculum Center Development materials

Program objectives:

•To have English-speaking students learn to speak Spanish

•To have Spanish-speaking students use both languages and learn English to learn subject areas

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K 30 minutes per day
K-5 45 minutes per day plus one subject area

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-5—One subject area is taught in Spanish. This may involve social studies or math.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated for physical education, music, and art instruction.

Percent of program teachers proficient in both languages:
30%

Percent of program staff proficient in both languages:
30%

Additional program staff:
•3 full time resource teachers
•3 full time bilingual aides

Computer use:
Working toward computer use in the program

PROGRAM EVALUATION

Evaluator:
Dade County Public Schools
Office of Educational Accountability
1444 Second Avenue
Miami, FL 33130
305-995-1000

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
English proficiency	Dade County Oral Language Proficiency Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance and language classes
•The program has had much success with the immersion programs in both languages for parents

Community responses to the program:
•Favorable

School Board's view of the program:
•The School Board recognizes the need for bilingual education programs

Advice to start-up programs:
•Provide the necessary resources and time for scheduling

Most important feature of the program:
•The philosophy of the administration

Dade County Public Schools
Miami, Florida

Coral Way Bilingual Elementary School

School:
Coral Way Bilingual Elementary School
1950 South West 13th Avenue
Miami, FL 33145
305-854-0515

Contact person:
Marta Cil, Principal
Coral Way Bilingual Elementary School
1950 South West 13th Avenue
Miami, FL 33145
305-854-0515

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1963

Ethnic/racial breakdown of school:
91% Hispanic; 1% Black; 7% White; 1% Other

Criteria for selecting and accepting students:
No criteria

Recruitment procedures:
The school serves the neighborhood population

Other non-native English speakers in the program:
Portuguese, Polish, Chinese, Greek, Haitian/Creole, French, Urdu

Grade level(s) of the program:
Pre-K–5

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	2	20 (average)
K	6	25 (average)
1	7	25 (average)
2	7	25 (average)
3	7	26 (average)
4	6	30 (average)
5	4	35 (average)

Funding sources:
No special funding

Program materials available to others:
•A brochure will be available in the near future

Program objectives:

•To help students become bilingual, biliterate, and bicultural

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K–6 40%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
K-5—Spanish instruction:
Spanish Language Arts, Social Studies, Science, Health, Math
K-5—English instruction:
Social Studies, Science, Health, P.E., Music, Art

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are only separated for language arts instruction. They are together for the rest of the day.

Percent of program teachers proficient in both languages:
76%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 bilingual lead teacher

Computer use:
Program uses computers in English

Curriculum/materials development:
In 1961 we developed the Miami Linguistic Readers. This was how the program started. We also piloted the Spanish Curriculum Development Center Materials, funded by a Title VII grant.

PROGRAM EVALUATION

Evaluator:
Sylvia Rothfarb
Dade County Public Schools
Office of Educational Accountability
1444 Second Avenue
Miami, FL 33130
305-995-1000

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Santillana Series
English proficiency	DC Heath Series
Academic achievement in English	Stanford Achievement Test
Writing	State-wide test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, classroom assistance, and language classes
- The program has a successful Parent Outreach program
- We just instituted a free English class for parents and it is very successful

Community responses to the program:
- Excellent!

School Board's view of the program:
- Supportive and interested in making the school's program more visible locally

Advice to start-up programs:
- Staffing and training are the two most important components

Most important features of the program:
- Staffing and training
- Creative scheduling and creative use of personnel make our program successful

Dade County Public Schools
Miami, Florida

Southside Elementary School Two-Way (Developmental) Bilingual Program

School:
Southside Elementary School
45 SW 13th Street
Miami, FL 33130
305-371-3311

Contact person:
Sylvia P. Cordero, Principal
Southside Elementary School
45 SW 13th Street
Miami, FL 33130
305-371-3311

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1964-65

Ethnic/racial breakdown of school:
94% Hispanic; 3% Black; 1% White; 2% Other

Criteria for selecting and accepting students:
The school is small and almost the entire population is LEP—therefore there is very little official selection.

Other non-native English speakers in the program:
Chinese, Arabic, Korean, Syrian, Haitian Creole

Recruitment procedures:
The school has been officially designated a bilingual school, and parents and students are apprised of this when students enter school for the first time.

Grade level(s) of the program:
1-5

Program size:

Grade level	*# of classes*	*Class size*
1	2	26
2	2	26
3	2	26
4	2	27
5	2	31

Funding sources:
Federal and local government

Program materials available to others:
•Materials are disseminated at the district level

Program objectives:

- To produce students who will master listening, speaking, reading and writing skills both in English and in Spanish that are commensurate with their experiential and educational levels, ages and interests

- To produce students who can function easily when learning subject matter in either of the two languages and who can interact comfortably and effectively with members of both cultures within the school and community

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 48%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
1-5—Spanish instruction:
Science/Health, Safety, Math, Music, P.E., Art, Computer Education
1-5—English instruction:
Social Studies, Art, Music, P.E., Art, Computer Education

Language of initial reading instruction:
Pre-reading skills and consonant and vowel sounds are taught in English in kindergarten for all students. After kindergarten, all other reading skills are taught simultaneously in both languages for all students.

Instructional grouping:
By grade only. For the most part students participate together for content area instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
70%

Additional program staff:
- 1 full time bilingual aide

Computer use
Computers are used primarily in the English language classrooms. All computer lab software is in English, and some software reinforces ESOL skills taught by teachers.

PROGRAM EVALUATION

Evaluator:
Dade County Public Schools
Office of Educational Accountability
1444 Second Avenue
Miami, FL 33130
305-995-1000

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Program compliance (teacher/student allocation, monitoring of guidelines)	Regular evaluation procedure for Dade County teachers
Teachers evaluated on instructional skills	Regular evaluation procedure for Dade County teachers

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils and school visits
- ESOL classes for parents
- School bulletins are sent home in both languages
- PTA and advisory committee business is conducted in both languages

Community responses to the program:
- For the most part the community response has been favorable

School Board's view of the program:
- There is much commitment to the program

Advice to start-up programs:
- Parental and staff commitment to the program is essential
- District support of funding is basic

The School Board of Broward County
Broward County, Florida

BABES (Bilingual Acculturation for Beginning Elementary Students)

School:
Broadview Elementary
1800 SW 62nd Avenue
Pompano Beach, FL 33068
305-977-3300

Contact persons:
Ms. Mayra L. Menéndez
Coordinator, ESOL Program
710 South Andrews Avenue
Ft. Lauderdale, FL 33316
305-765-6901

Dr. Nancy G. Terrel
Director of Multicultural Education
710 South Andrews Avenue
Ft. Lauderdale, FL 33316
305-765-6901

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
25% Hispanic; 21% Black; 52% White

Criteria for selecting and accepting students:
Students are initially selected on a first-come basis, provided they have limited or no knowledge of the second language.

Recruitment procedures:
Parents are informed of the project goals and objectives.

Grade level(s) of the program:
K-4

Grade level increases planned:
1992-93: K-5

Program size:

Grade level	*# of classes*	*Class size*
K	1	30
1	1	29
2	1	29
3	1	28
4	1	28

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Brochures and student profiles
- Report cards for the Spanish language component

Program objectives:

- Sixty percent of the students will demonstrate five months of progress in reading, math, and language arts in the English language as measured by the CTBS, in the Spanish language as measured by the SABE, and PRE-LAS in English and Spanish for kindergarten

- To provide opportunities for the participating students to be exposed to multicultural and global education activities in order to promote cultural understanding

- To provide opportunities for limited English proficient Hispanic and American parents to be actively involved in multicultural events and other related school activities designed to gain knowledge of their children's education process

- To train prospective staff and other related school district personnel in the use of dual language curriculum, multicultural and global education, and ESOL methodologies

- To provide thorough evaluative activities in order to document:

a) project participants' progress against the norm for standardized instruments

b) reliable use of evaluation instruments that are appropriate for age, grade, language, degree of language proficiency, and background of participants

c) objective measures of educational progress related to tests of academic achievement in reading and math, as well as grade retention, drop-out, absenteeism, and referrals to special education or gifted programs

d) academic achievement of current participants

e) the amount of time students received instructional services in the project and in another institutional setting

f) the educational background, needs, and competencies of project students

g) special education activities undertaken and pedagogical materials, methods, and techniques used in the programs

h) educational and professional qualifications of staff, including language competencies

i) activities to improve pre-referral evaluation and programs for the handicapped or gifted and talented students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 50%

Method of separating languages for instruction:
By subject

Instructional grouping:
Students are grouped by reading levels. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
75%

Percent of program staff proficient in both languages:
90%

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Math, Science, Social Studies
K-1—English instruction:
Math, Science, Social Studies, P.E., Art, Media Center
2—Spanish instruction:
Math, Science, Social Studies, P.E.
2—English instruction:
Math, Science, P.E., Art, Media Center
3—Spanish instruction:
Math, Science,Social Studies
3—English instruction:
Math, Science, Social Studies, P.E., Art, Media Center
4—Spanish instruction:
Math, Science, Social Studies, Health
4—English instruction:
Math, Science, Social Studies, P.E., Art, Media Center, Music, Language Arts

Additional program staff:
•1 full time resource teacher
•3 full time bilingual aides
•1 full time clerical worker

Computer use:
Computer use in both languages

Curriculum/materials development:
The project resource teacher is in the process of developing a resource guide for next year.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

PROGRAM EVALUATION

Evaluator:
Dr. Marisal Gavilan
Associate Professor of Education
Florida International University
TM-201-A
Miami, FL 33199
305-348-2097

Evaluation components and procedures

Items under assessment:	*Procedures/Instruments:*
Spanish proficiency	SABE, BSM, BSM II, PRE-LAS
English proficiency	CTBS, BSM, BSM II, PRE-LAS
Academic achievement in Spanish	Minimum Basic Skills Test
Academic achievement in English	Minimum Basic Skills Test
Self-esteem/competence	Questionnaire
Attitudes	Global Questionnaire
Other	ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•Parents are invited to participate in special activities and to volunteer whenever possible

Community responses to the program:
•The community has shown great interest in and support for the program

School Board's view of the program:
•The Board believes that the program will enhance the curriculum and improve multicultural relations

Advice to start-up programs:
•Identify which subject area and/or skills will be taught in each language before students are identified

Most important features of the program:
•Administrative support
•Parent cooperation
•Teacher enthusiasm
•The program has proven a great success in a relatively short amount of time
•Cultural acculturation of both linguistic communities with an appreciation for important components of South Florida's growing minority population

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Chicago Public Schools
Chicago, Illinois

Inter-American Magnet School

School:
Inter-American Magnet School
919 West Barry Avenue
Chicago, IL 60657
312-534-5490

Contact persons:
Eva Helwing, Principal
Inter-American Magnet School
919 West Barry Avenue
Chicago, IL 60657
312-534-5490

Kathleen Pino, Resource Teacher
Inter-American Magnet School
919 West Barry Avenue
Chicago, IL 60657
312-534-5490

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1975

Ethnic/racial breakdown of school:
65% Hispanic; 10%Black; 22% White; 1% Asian; 2% American Indian

Criteria for selecting and accepting students:
Students are chosen by a Board run lottery—for desegregation purposes—based on ethnic group and gender. The lottery also generates the waiting list.

Other non-native English speakers in the program:
Urdu, Hindi, German

Recruitment procedures:
Word of mouth. In the past, notices have been sent to preschools, day care, local (neighborhood) newspapers, etc., particularly in Spanish-speaking neighborhoods. There is no need to do this anymore, since we have hundreds of students on our waiting list.

Grade level(s) of the program:
Pre-K–8

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	4	20
K	2	32
1	3	22
2	3	23
3	3	22
4	3	20
5	3	21
6	3	23
7	3	21
8	3	20

Funding sources:
Chicago Public Schools (general funding), State Bilingual Funds, Federal Desegregation Funds, some State Chapter I Funds

Program materials available to others:
- Brochure
- Handbook for parents (in process)
- Manual for teachers (in process)
- Curriculum Guide on Dual Language Immersion (available from Chicago Public Schools)

Program objectives:

- To promote bilingual/multicultural education as a means of developing competent citizens in a pluralistic world
- Limited English proficient, limited Spanish proficient, and bilingual speakers will develop and maintain fluency and literacy skills in English and Spanish
- Students will affirm the values of their own cultural heritage while acquiring an understanding, appreciation, and acceptance of other cultures
- A model bilingual curriculum will be developed and implemented following the scope and sequence of the curriculum of the Chicago Public Schools, integrating into all subject areas the history, contributions, and cultures of the peoples of the Americas
- In order to achieve their fullest potential, Inter-American students will be provided with a well-balanced curriculum, including studies reflecting the technological and scientific advances of our society

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K	95%
K-1	90%
2-3	80%
4-5	50-60%
6-8	40-50%

Method of separating languages for instruction:
Program is trying to integrate subject matter through third grade in Spanish. English Language Arts is the only subject through third grade taught in English. From grades 4-8, teachers teach on alternate days in English and Spanish.

Instructional grouping:
Homogeneous groups of students for language arts in Spanish and English; heterogeneous groups for all other areas. Students are integrated during content instruction except for language arts.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
80%

Additional program staff:
- 1 full time resource teacher
- 4 full time bilingual aides
- 1 full time counselor
- 1 full time assistant principal with teaching duties

Languages used for content area subjects and electives:
Pre-K–2—Spanish instruction:
Social Studies, Science, Math, Library, Language Arts, Gym, Music
Pre-K–1—English instruction:
English, Gym, Music
2—English instruction:
Social Studies, Science, Math, Gym, Music, Computers, Language Arts
3—Spanish instruction:
Social Studies, Science, Math, Library, Language Arts, Gym, Computers, Music
3—English instruction:
Language Arts, Gym, Computers, Music
4-5—Spanish instruction:
Social Studies, Science, Math, Art, Music, Computers, Gym, Spanish Language Arts
4-5—English instruction:
Social Studies, Science, Math, Art, Music, Computers, Gym, English Language Arts
6—Spanish instruction:
Social Studies, Math, Science, Library, Gym, Cultural Arts
6—English instruction:
Social Studies, Math, Science, Library, Gym, Computers
7-8—Spanish instruction:
Science, Math, Language Arts, Gym, Library
7-8—English instruction:
Social Studies, Science, Math, Language Arts, Gym, Library

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Computer use:
Computer use in English and Spanish

Curriculum/materials development:
Teachers, teacher aides, and student teachers have developed curricula relating/integrating social studies and the cultures of the peoples of the Americas. A curriculum guide for Dual Language Immersion has been developed by Chicago Public Schools with teachers from Inter-American.

PROGRAM EVALUATION

Evaluator:
Dr. Barbara U. Kirk
Department of Teacher Education
Central Michigan University
Mount Pleasant, MI 48859

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	La Prueba
English proficiency	LAS, FLA
Academic achievement in Spanish	La Prueba
Academic achievement in English	ITBS, IGAP
Self-esteem/competence	Character Education Program

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Parents are involved in fundraisers, tutoring, the after school social center, and the local school council
- Parents can hire and fire the principal

Community responses to the program:
- Favorable—we now have a good reputation
- We are becoming known in Chicago as an effective, desirable program
- We now have middle and upper middle class parents interested
- We have many visitors, educators, and others interested in the program

School Board's view of the program:
- They view our school as a successful model, worthy of emulation. At the same time though, we have to constantly struggle with the "system" to maintain what we have—staff, funding, etc.—and to justify why we are different

Advice to start-up programs:
- Have faith!
- Be convinced of your goals
- You need to have a supportive administration
- Parent involvement, understanding, and cooperation are essential
- It works and it is better for both groups!

Most important feature of the program:
- We are not static—we constantly self-evaluate and have new "blood"—new teachers and families who keep us on our toes

Chicago Public Schools
Chicago, Illinois

Dual Language Immersion Program

School:
Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622
312-534-4491

Contact persons:
Edward Peacock, Principal
Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622
312-534-4491

Maria Pfeifer
Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622
312-534-4491

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1983

Ethnic/racial breakdown of school:
67% Hispanic; 10% Black; 20% White; 3% Asian

Criteria for selecting and accepting students:
Spanish speakers:
Half of the students are category A (beginners in English) to assure a 50-50 proportion

Other non-native English speakers in the program:
Arabic, Vietnamese, Filipino, Chinese

Recruitment procedures:
•Magnet school
•Word of mouth

Grade level(s) of the program:
K-8

Program size:

Grade level	*# of Classes*	*Class size*
K	2	56 (total)
1	2	60 (total)
2	2	60 (total)
3	2	60 (total)
4	2	60 (total)
5	2	60 (total)
6	2	60 (total)
7	2	60 (total)
8	2	60 (total)

Funding sources:
Desegregation funds

Program materials available to others:
•*Sabin 2000*—a pamphlet which describes the school's program

Program objectives:

•Native speakers will maintain proficiency and attain literacy

•Non-native speakers place out of 1-2 years of high school Spanish

•Both groups of students will appreciate one another's culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	75%
2	50%
3	35%
4	25%
5-6	20%
7-8	25%

Method of separating languages for instruction:
By subject at the lower grades; by teacher at the upper grades, depending on teacher's proficiency in the target language

Languages used for content area subjects and electives:
K-2—Spanish instruction:
Language Arts, Social Studies, Math, Science
K-2—English instruction:
Language Arts, Social Studies, Math, Science, Music, Gym, Library
3-4—Spanish instruction:
Language Arts, Math, Science
3-4—English instruction:
Language Arts, Social Studies, Math, Science, Music, Gym, Library,
5-8—Spanish instruction:
Language Arts
5-8—English instruction:
Language Arts, Social Studies, Science, Math, Music, Gym, Library

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped heterogeneously by ability. In some cases there are two grade levels in the same class. Students are separated for language arts instruction with Spanish speakers receiving their language arts instruction in that language while English speakers receive English instruction.

Percent of program teachers proficient in both languages:
80%

Percent of program staff proficient in both languages:
95%

Additional program staff:
•3 full time resource teachers
•6 bilingual aides

Computer use:
Computer use in English

Curriculum/materials development:
Classroom and resource teachers have developed curricula. In order to provide for discussion about literary works in both English and Spanish, a reading list is being developed to enrich our two-way program.

PROGRAM EVALUATION

Evaluator:
Edward Peacock, Principal
Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS
English proficiency	LAS
Academic achievement in Spanish	CTBS Español
Academic achievement in English	ITBS, IGAP
Self-esteem/competence	Small group sessions with counselor

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, language classes
•Parents receive computer training in exchange for time volunteered in the classroom
•Parents also participate in leading seminar discussions about literary works

Community responses to the program:
•Very positive
•Waiting list of applicants

Advice to start-up programs:
•Make sure it is something that teachers who are hired firmly believe in

Most important features of the program:
•Consistency of having instruction in both languages year after year
•Continued efforts to fine tune the program

District 299 — Chicago Public Schools
Chicago, Illinois

*Title VII Developmental Bilingual Education Program**

School:
Joseph Brennenmann School
4251 North Clarendon Avenue
Chicago, IL 60613
312-534-5766

Contact persons:

Janet Nolan
Manager, Instructional Support
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Fernando Martinez
Contact Person, Administration
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Dr. Rodolfo Serna
Assistant Superintendent
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
30.31% Hispanic; 54.71% Black; 6.28% White; 7.39% Asian

Criteria for selecting and accepting students:
First come-first served basis. Selection is also based on a need to balance the two languages.

Other non-native English speakers in the program:
Pashto

Recruitment procedures:
- Letters are sent home
- Special meetings

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	2	50 (total)
1	2	48 (total)

Funding sources:
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

Program materials available to others:
- Dual Language Immersion Handbook, available from Chicago Public Schools

**There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

Program objectives:

•Develop fluency and literacy in Spanish and English

•Achieve at grade level in all subject areas

•Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Reading, Math, Social Studies, Art, Music
K-1—English instruction:
Reading, Gym, Library, Math, Science

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Kindergarten—reading only; Grade 1—reading and math. Students are integrated during content instruction, except for reading and math.

Percent of program teachers proficient in both languages:
60%

Percent of program staff proficient in both languages:
60%

Additional program staff:
•1 half time resource teacher

Computer use:
Kindergarten: English only
Grade 1: English and Spanish

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS
English proficiency	Pre-LAS
Academic achievement in Spanish	Boehm
Academic achievement in English	Boehm

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and classroom assistance

Community responses to the program:
•Very positive so far

School Board's view of the program:
•Supportive—the proposal was developed centrally with School Board approval
•Under local school control and school reform, local schools may opt for this program
•The Department of Language and Cultural Education offers technical assistance and instructional support

Advice to start-up programs:
•Start programs at the pre-school level
•More start-up time before implementing program
•More in-services which relate to scheduling of classes
•Make sure all staff is committed to stay in the program and that they understand and accept the needs of the children
•Staff should have ESL or Bilingual endorsements or strong backgrounds in working with LEP students

Most important features of the program:
•Strong, positive connection among self-esteem, acceptance of other cultures, and awareness of other cultures
•Many low-income families involved
•Many African-Americans participating in the program
•Additive nature of language(s)and culture(s)
•Neither group of children is isolated/segregated

District 299 — Chicago Public Schools
Chicago, Illinois

*Title VII Developmental Bilingual Education Program**

School:
John McCutcheon
4865 North Sheridan Road
Chicago, IL 60640
312-534-2680

Contact persons:

Janet Nolan
Manager, Instructional Support
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Fernando Martinez
Contact Person, Administration
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Dr. Rodolfo Serna
Assistant Superintendent
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
18% Hispanic; 46% Black; 7% White; 28% Asian

Criteria for selecting and accepting students:
First come-first served basis. Selection is also based on a need to balance the two languages.

Other non-native English speakers in the program:
Vietnamese, Cambodian

Recruitment procedures:
Applications are sent home

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	24
1	1	26

Funding sources:
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

Program materials available to others:
•Dual Language Immersion Handbook, available from Chicago Public Schools

**There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

Program objectives:

•Develop fluency and literacy in Spanish and English

•Achieve at grade level in all subject areas

•Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Language Arts, Math, Science
K—English instruction:
Language Arts, Math, Science, Gym, Music
1—English instruction:
Language Arts, Math, Science, Gym, Music, Art

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Kindergarten: students grouped for reading only. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
70%

Additional program staff:
•1 half time resource teacher

Computer use:
Kindergarten—English only

Curriculum/materials development:
Chicago Public Schools Department of Curriculum developed the Dual Language Immersion Handbook

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS
English proficiency	Pre-LAS
Academic achievement in Spanish	Boehm
Academic achievement in English	Boehm

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and classroom assistance
•Open House
•Parent Conference

Community responses to the program:
•Positive

School Board's view of the program:
•Under local school control and school reform, local schools may opt for this program
•The Department of Language and Cultural Education offers technical assistance and instructional support

Advice to start-up programs:
•In kindergarten the two-way program should be a full day instead of a half day

Most important feature of the program:
•Good rapport among program teachers

District 299 — Chicago Public Schools
Chicago, Illinois

*Title VII Developmental Bilingual Education Program**

School:
Helen C. Peirce
1423 West Bryn Mawr Avenue
Chicago, IL 60660
312-534-2440

Contact persons:

Janet Nolan
Manager, Instructional Support
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Fernando Martinez
Contact Person, Administration
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Dr. Rodolfo Serna
Assistant Superintendent
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
61% Hispanic; 14% Black; 14% White; 11% Asian

Criteria for selecting and accepting students:
First come-first served basis. Selection is also based on a need to balance the two languages.

Other non-native English speakers in the program:
Arabic, Assyrian

Recruitment procedures:
Parent meetings are held at the local schools to acquaint them with the program. Then they apply to participate.

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	2	25 (average)
1	2	27 (average)

Funding sources:
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

Program materials available to others:
•Dual Language Immersion Handbook, available from Chicago Public Schools

**There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

Program objectives:

•Develop fluency and literacy in Spanish and English

•Achieve at grade level in all subject areas

•Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
Interdisciplinary, Music
K—English instruction:
Interdisciplinary, P.E., Library, Art, Music
1—Spanish instruction:
Language Arts/Reading, Math, Social Studies, Science, Music, Library
1—English instruction:
Language Arts/Reading, Math, Social Studies, Science, Music, Library, Art, Gym, Health

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Kindergarten—students grouped for reading only; Grade 1—students grouped for reading and math. Students are integrated except for reading and math in first grade.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
70%

Additional program staff:
•1 part time bilingual aide
•1 half time resource teacher

Computer use:
Kindergarten: English only
Grade 1: English and Spanish

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

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Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS
English proficiency	Pre-LAS
Academic achievement in Spanish	Boehm
Academic achievement in English	Boehm

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visits and classroom assistance
- Parent volunteer program

Community responses to the program:
- Great interest and support

School Board's view of the program:
- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

Advice to start-up programs:
- Plan in advance of program start
- Provide parent workshops

Most important features of the program:
- Dedicated and flexible teachers
- Supportive administration
- Excellent parent participation

District 299 — Chicago Public Schools
Chicago, Illinois

*Title VII Developmental Bilingual Education Program**

School:
George Pullman Elementary
11131 South Forrestville Avenue
Chicago, IL 60613
312-535-5395

Contact persons:

Janet Nolan
Manager, Instructional Support
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Fernando Martinez
Contact Person, Administration
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Dr. Rodolfo Serna
Assistant Superintendent
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
35% Hispanic; 60% Black; 3% White; 2% Asian

Criteria for selecting and accepting students:
First come-first served basis. Selection is also based on a need to balance the two languages.

Recruitment procedures:
Parental option at kindergarten registration

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	28
1	1	26

Funding sources:
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

Program materials available to others:
•Dual Language Immersion Handbook, available from Chicago Public Schools

**There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

Program objectives:

•Develop fluency and literacy in Spanish and English

•Achieve at grade level in all subject areas

•Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 30%
1 50%

Method of separating languages for instruction:
K: by teacher; 1: by subject

Languages used for content area subjects and electives:
K—Spanish and English:
Language Arts and Mathematics
K—English:
Gym, Music, Library
1—Spanish and English:
All content areas

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
Spanish and English

Instructional grouping:
Students are integrated for content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
75%

Additional program staff:
•1 half time resource teacher

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS
English proficiency	Pre-LAS
Academic achievement in Spanish	Boehm
Academic achievement in English	Boehm

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and classroom assistance

Community responses to the program:
•They love it! Before the developmental bilingual education program was introduced, there was a gap between Spanish-dominant and English-dominant parents. That gap is now narrowing because of the program

School Board's view of the program:
•Under local school control and school reform, local schools may opt for this program
•The Department of Language and Cultural Education offers technical assistance and instructional support

Advice to start-up programs:
•Begin the program with everything and everyone in place
•Kindergartens should have a minimum of two persons who are proficient in both languages

Most important features of the program:
•Students are taught to respect that which is different
•Students are acquainted with that which is different

District 299 — Chicago Public Schools
Chicago, Illinois

*Title VII Developmental Bilingual Education Program**

School:
Frank W. Reilly School
3650 West School Street
Chicago, IL 60618
312-534-5250

Contact persons:

Janet Nolan
Manager, Instructional Support
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Fernando Martinez
Contact Person, Administration
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Dr. Rodolfo Serna
Assistant Superintendent
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
53% Hispanic; 3% Black; 41% White; 2% Asian; 1% American Indian

Criteria for selecting and accepting students:
First come–first served basis. Selection is also based on a need to balance the two languages.

Recruitment procedures:
- Applications are sent home
- Meetings with parents

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	40
1	1	38

Funding sources:
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

Program materials available to others:
- Dual Language Immersion Handbook, available from Chicago Public Schools

**There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

Program objectives:

•Develop fluency and literacy in Spanish and English

•Achieve at grade level in all subject areas

•Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 70%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
Reading/Language Arts, Social Studies, Science, Math
K—English instruction:
Reading/Language Arts, Social Studies, Science, Math, Gym, Music
1—Spanish instruction:
Reading/Language Arts, Social Studies, Science, Math, Music, Art
1—English instruction:
Reading/Language Arts, Social Studies, Science, Math, Gym, Music, Art, Drama

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Kindergarten—students grouped for reading only; Grade 1—reading and math. Students are integrated during content instruction, except for reading and math.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•1 part time resource teacher

Computer use:
Kindergarten: English only
Grade 1: English and Spanish

PROGRAM EVALUATION

Evaluator
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS
English proficiency	Pre-LAS
Academic achievement in Spanish	Boehm
Academic achievement in English	Boehm

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and classroom assistance

Community responses to the program:
•English-speaking parents are distrustful
•Spanish-speaking parents are very positive about the program

School Board's view of the program:
•Under local school control and school reform, local schools may opt for this program
•The Department of Language and Cultural Education offers technical assistance and instructional support

Advice to start-up programs:
•Clear organization
•A meeting for English parents before school begins and translated into Spanish
•Literature for parents
•Provide sufficient technical assistance

Most important feature of the program:
•The opportunity to learn two languages

District 299 — Chicago Public Schools
Chicago, Illinois

*Title VII Developmental Bilingual Education Program**

School:
Irma Ruiz
2410 South Leavitt
Chicago, IL 60608
312-535-4825

Contact persons:

Janet Nolan
Manager, Instructional Support
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Fernando Martinez
Contact Person, Administration
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

Dr. Rodolfo Serna
Assistant Superintendent
Department of Language &
Cultural Education 6-W (S)
1819 West Pershing Road
Chicago, IL 60609
312-535-8060

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
95.8% Hispanic; <1% Black; 3.7% White; <1% Asian

Criteria for selecting and accepting students:
First come-first served basis. Selection is also based on a need to balance the two languages

Other non-native English speakers in the program:
None

Recruitment procedures:
Teacher to parent contact through evening meetings or by telephone

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	2	26 (average)
1	2	26 (average)

Funding sources:
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

Program materials available to others:
•Dual Language Immersion Handbook, available from Chicago Public Schools

**There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

Program objectives:

•Develop fluency and literacy in Spanish and English

•Achieve at grade level in all subject areas

•Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1 50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
Reading Readiness, Social Studies, Math, Science
K—English instruction:
Reading Readiness, Social Studies, Math, Science, Gym
1—Spanish instruction:
Reading/Language Arts, Math, Social Studies, Science, Creative Writing
1—English instruction:
Reading/Language Arts, Math, Social Studies, Science, Creative Writing, Gym, Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Kindergarten students are grouped for reading only. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•1 part time resource teacher
•2 part time bilingual aides
•Kindergarten and first grade have 1 monolingual teacher, 1 bilingual teacher, and 2 half time bilingual aides

Computer use:
Kindergarten: English only

Curriculum/materials development:
Chicago Public Schools Department of Curriculum developed Dual Language Immersion Handbook.

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

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Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS
English proficiency	Pre-LAS
Academic achievement in Spanish	Boehm
Academic achievement in English	Boehm

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visits and classroom assistance
- One-on-one instruction, homework assistance
- Classroom volunteers

Community responses to the program:
- Very positive; interest and questions have come up on expansion of the program

School Board's view of the program:
- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

Advice to start-up programs:
- Allow plenty of time for teachers to meet prior to start up
- Teachers need to be able to conceptualize the program and develop curriculum

Most important features of the program:
- Teachers and administrators are very involved in making the program successful
- Teachers meet on a regular basis to plan lessons and work cooperatively
- Long range plans are to develop Spanish classes for English-speaking parents. We already have a literacy program for Spanish parents. We are also thinking of developing parent evaluation forms for the program. We would like to develop the school's own evaluation form for the program

Boston Public Schools
Boston, Massachusetts

Two-Way Integrated Bilingual Program

School:
Agassiz School
20 Child Street
Jamaica Plain, MA 02130
617-524-0360

Contact person:
Alfred Nuñez, Principal
Agassiz School
20 Child Street
Jamaica Plain, MA 02130
617-524-0360

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
60% Hispanic; 27% Black; 12% White; 1% Asian

Criteria for selecting and accepting students:
Preference for those who are in K-1

Recruitment procedures:
Parental choice

Grade level(s) of the program:
K-1

Grade level increases planned:
May expand to 2nd and 3rd grades

Program size:

Grade level	*# of Classes*	*Class size*
K	2	25
1	2	25

Funding sources:
State funding through the Vecinos program for integration; district funds

Program materials available to others:
•Brochures in English and Spanish

Program objectives:

•To provide the highest quality program available

•For children to become sensitive and respectful of each other's cultures

•To be able to use both languages in content area instruction

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 80%
1 70%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
Reading and Science are taught in both Spanish and English.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•3 full time resource teachers
•3 bilingual aides
•1 monolingual English aide
•1 special education monolingual teaching assistant

Computer use:
Computer use in English

PROGRAM EVALUATION

Evaluator:
The state will assist with the evaluation to assess how far the program has progressed.

Evaluation components and procedures:
Using qualitative methods of assessment. Assessment items and procedures to be determined.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School parent council meets once a month
•Parent volunteers
•Parent Center at school

Community responses to the program:
•Very supportive of the idea

School Board's view of the program:
•The School Board gave their approval

Advice to start-up programs:
•Need to educate people of the benefits of the program
•A lot of planning a year in advance
•Commitment

Most important feature of the program:
•Higher attendance has resulted from the program

Boston Public Schools
Boston, Massachusetts

Multicultural Cluster

School:
Grover Cleveland
11 Charles Street
Dorchester, MA 02122
617-825-9201

Contact person:
Maria Iglesias, Director of Instruction
Grover Cleveland
11 Charles Street
Dorchester, MA 02122
617-825-9201

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
25% Hispanic; 58% Black; 12% White;
4% Asian; 1% American Indian

Criteria for selecting and accepting students:
Student and parent interest; teacher recommendation

Recruitment procedures:
- The program is part of the Boston Public Schools choice plan
- The program is listed on an application that is sent to parents
- Teachers and students visit feeder schools with a slide show, distribute pamphlets, and answer questions

Grade level(s) of the program:
6-8

Program size:

Grade level	*# of Classes*	*Class size*
6	2	41
7	1	16
8	2	23

Funding sources:
General school funds; City funds

Program materials available to others:
- Pamphlets
- One page information sheet

Program objectives:

•To foster a school environment where all students learn and develop in an integrated setting

•To broaden and expand learning by fostering English and Spanish proficiency, cultural enrichment, and content area instruction

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6–8 20%

Method of separating languages for instruction:
Content area instruction is conducted in both languages.

Languages used for content area subjects and electives:
6–8—Spanish instruction:
Math; Science; Social Studies; Spanish/SSL
6–8—English instruction:
Math; Science; Social Studies; Reading; English/ESL

Instructional grouping:
Students are integrated during content instruction except for ESL and SSL instruction.

Percent of program teachers proficient in both languages:
83%

Percent of school staff proficient in both languages:
83%

Additional program staff:
•1 bilingual counselor
•1 bilingual psychologist

Computer use:
Computer use in English

Curriculum/materials development:
Working on developing curricula

PROGRAM EVALUATION

Evaluator:
An evaluation plan is being developed.

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Spanish *Cloze*
English proficiency	English *Cloze*, IPT Idea Oral Language Proficiency Test
Academic achievement in Spanish	Spanish *Cloze*, SABE
Academic achievement in English	DRP, MAT, Stanford Reading Comprehension
	Teacher observations, Anecdotal records
Self-esteem/competence	Teacher observations, Anecdotal records
Attitudes	Teacher observations, Anecdotal records

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Working to expand parent involvement

Community responses to the program:
•Positive so far

School Board's view of the program:
•The School Board loves it

Advice to start-up programs:
•Staff training prior to and during implementation

Most important features of the program:
•Planning group to fine-tune program
•Staff involvement and commitment

Boston Public Schools
Boston, Massachusetts

Rafael Hernandez School Two-Way Bilingual Program

School:
Rafael Hernandez Elementary School
61 School Street
Roxbury, MA 02119
617-522-9571

Contact person:
Margarita M. Muñiz, Principal
Rafael Hernandez Elementary School
61 School Street
Roxbury, MA 02119
617-522-9571

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1974

Ethnic/racial breakdown of school:
55% Hispanic; 28% Black; 17% White

Criteria for selecting and accepting students:
Students are assigned according to parent choice through the main office.

Other non-native speakers of English in the program:
Haitian Creole, Jamaican Creole

Grade level(s) of the program:
K-8

Program size:

Grade level	*# of classes*	*Class size*
K	2	25
1	2	27
2	2	25
3	2	25
4	2	25
5	2	25
6	1	33
7	1	31
8	1	29

Funding sources:
Public money and private contributions; additional money through fund raising activities

Program materials available to others:
•Brochure in Spanish and English and other print material

Program objectives:

•To develop oral fluency and literacy in Spanish and English

•To promote academic excellence

•To encourage understanding and appreciation of other cultures while taking pride in one's own

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-8 50%

Method of separating languages for instruction:
At some levels by teachers, at other levels by subject

Languages used for content area subjects and electives:
At every grade level, some units in every content area are taught in English and other units are taught in Spanish. There is no translation.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped according to ability in math and reading only and are integrated for content instruction in all other classes. Students at all grade levels are also grouped cooperatively for literature studies.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•2 full time resource teachers
•15 full time bilingual aides

Computer use:
Computer use in the English language

Curriculum/materials development:
Staff members have developed curriculum for SSL.

PROGRAM EVALUATION

The program is not currently being evaluated

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes

Community responses to the program:
•Parents are very happy. There is currently a waiting list to enter the school

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Keep at it!

Most important feature of the program:
•The dedication of the staff

Boston Public Schools
Boston, Massachusetts

Two-Way Bilingual Program

School:
Joseph J. Hurley Elementary
70 Worcester Street
Boston, MA 02118
617-635-8489

Contact person:
Miriam Hernandez, Principal
Joseph J. Hurley Elementary
70 Worcester Street
Boston, MA 02118
617-635-8489

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
62% Hispanic; 32% Black; 4% White; 1% Asian; 1% American Indian

Criteria for selecting and accepting students:
By lottery

Recruitment procedures:
•Contacting area day care
•Boston Public Schools information

Grade level(s) of the program:
K-2

Grade level increases planned:
1992-93: K-3
1993-94: K-4
1994-95: K-5

Program size:

Grade level	*# of classes*	*Class size*
K	2	100 (total—sessions)
1	2	25
2	2	25

Program materials available to others:
•Brochure

Program objectives:

- To achieve educational excellence by fostering critical thinking and a spirit of inquiry through active participation in learning
- To develop a positive self-image and pride in their own culture and language, while learning about other cultures in Spanish and English
- To develop well-rounded individuals who demonstrate mutual respect, cooperation, and positive attitudes

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	30%
1	30%
2	40%

Depends on language dominance of each individual child

Method of separating languages for instruction:
Team teaching—both teachers in the team plan together and decide how to separate languages by grade level.

Languages used for content area subjects and electives:
K-2—Spanish instruction:
Math, Reading, Science, Social Studies
K-2—English instruction:
Math, Reading, Science, Social Studies, Art, Music, Computers

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by reading level in the language of instruction. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
- 2 full time special needs resource room teachers
- 4 full time bilingual aides

PROGRAM EVALUATION

Not applicable

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parents are involved through the School Parent Council, school visits for special events, classroom assistance, and during field trips

Advice to start-up programs:
•Start with kindergarten and build a strong foundation
•Keep teachers as primary planners and provide time to plan
•Identify funds for staff development, staff support, and instructional materials
•Identify a person to coordinate, organize, and support school staff in planning and implementing the program

Most important features of the program:
•Teachers working as a team to plan and develop lessons, materials, and schedules
•Students developing a positive self-image and pride in their own culture and language, while learning about other cultures in Spanish and English
•Tapping the strengths of individual teachers
•Providing opportunities for students to feel comfortable about learning a second language

Cambridge Public Schools
Cambridge, Massachusetts

AMIGOS Two-Way Language Immersion Program

Schools:
Maynard School
225 Windsor
Cambridge, MA 02139
617-349-6588

Kennedy School
158 Spring Street
Cambridge, MA 02141
617-349-6841

Contact persons:
Joseph D. Fernandez
Director of Bilingual Education
Cambridge Public Schools
159 Thorndike Street
Cambridge, MA 02141
617-349-6466/6468

Mary T. Cazabon
Coordinator of Bilingual Education
Cambridge Public Schools
159 Thorndike Street
Cambridge, MA 02141
617-349-6468

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of schools:
Maynard School: 23% Hispanic; 36% Black; 40% White; 2% Asian
Kennedy School: 21% Hispanic; 34% Black; 44% White; 1% Asian

Criteria for selecting and accepting students:
Spanish speakers:
Limited English speakers (some bilingual fluency); parent choice
English speakers:
Assigned through Parent Information Center; parent choice

Other non-native English speakers in the program:
Greek, Haitian-Creole, some Asian languages

Recruitment procedures:
Information about the program is disseminated through Cambridge Public Schools at a Glance, the AMIGOS brochure, and the program video.

Grade level(s) of the program:
K-5

Grade level increases planned:
1992: K-6

Program size:

Grade level	*# of classes*	*Class size*
K	*2*	*20*
1	*2*	*22*
2	*2*	*23*
3	*2*	*22*
4	*2*	*25*
5	*1*	*20*

Funding sources:
Local and Title VII DBE Grant

Program materials available to others:
- Video: *AMIGOS Two-Way Language Immersion Program*
- Brochure, *AMIGOS Chronicle*, *AMIGOS Newsletter*

Program objectives:

- Improve language proficiency in both English and Spanish of all participating students
- Improve the academic achievement of participating students
- Provide students with a greater degree of cross-cultural interaction enabling them to develop a greater understanding and respect for other cultures and societies
- Offer parents a true participatory role in the program and interaction with others so as to experience a greater tolerance and understanding of other cultures and their languages, traditions, and values

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
Content instruction is 50% English and 50% Spanish, through a continuous flow, not repetition, of subject matter. For example, one week all instruction is in Spanish and the next week all instruction is in English.

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
English and Spanish

Instructional grouping:
Heterogeneous cooperative learning groups.
Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
75%

Percent of program staff proficient in both languages:
75%

Additional program staff:
- 1 full time resource teacher
- 8 full time bilingual aides
- 3 full time English
- 5 full time Spanish monolingual aides

Computer use:
IBM Writing to Read, Apple and Mac software (all subject areas)

Curriculum/materials development:
Teachers and staff have developed thematic content units utilizing folktales.

PROGRAM EVALUATION

Evaluator:
Dr. Wallace E. Lambert
McGill University
Department of Psychology
1205 Docteur Penfield Avenue
Montreal, P.Q. Canada H3A 1B1

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS, Pre-LAS, SSALD
English proficiency	SSALD
Academic achievement in Spanish	SABE
Academic achievement in English	CAT
Self-esteem/competence	Surveys
Attitudes	Surveys

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•Spanish classes and ESL classes
•Parent "All Day Sharing/Learning Events"

Community responses to the program:
•Favorable

School Board's view of the program:
•Favorable: the program was the recipient of the State Excellence Award for Bilingual Education

Advice to start-up programs:
•Parents, teachers, and students must believe in the program and feel accepted by the school
•It is necessary to take risks and experiment; be flexible and fix right away what isn't working

Most important feature of the program:
•Dedication and commitment by the teachers, parents, and the administration

Framingham Public Schools
Framingham, Massachusetts

Project A.B.C. —Achieving Bilingual Competency

School:
Barbieri School
100 Dudley Road
Framingham, MA 01701
508-626-9188 or 9187

Contact persons:
Dr. Peter J. Dittami, Principal
Barbieri School
100 Dudley Road
Framingham, MA 01701
508-626-9188/9187

Helen Brody, Coordinator of Bilingual Education
454 Water Street
Framingham, MA 01701
508-626-9171

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
41% Hispanic; 8% Black; 51% White

Criteria for selecting and accepting students:
Spanish speakers:
Interest in the program, Spanish language dominance
English speakers:
Interest in the program, English language dominance

Other non-native English speakers in the program:
Portuguese, Vietnamese

Recruitment procedures:
Parent volunteers; lottery (when applicants exceed available openings)

Grade level(s) of the program:
K-2

Grade level increases planned:
1992-93: K-3

Program size:

Grade level	*# of classes*	*Class size*
K	2	25
1	2	25
2	2	25

Funding sources:
Local, state, and federal

Program materials available to others:
- Videos, but no resources to disseminate materials at present time.
- Brochures in English and Spanish

Program objectives:

•To enhance and improve the educational program of limited English proficient and English only students through an integrated bilingual developmental (two-way) model

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	80%
1	65%
2/3	50%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
1—Spanish instruction:
Science/Social Studies
1—English instruction:
Math, Reading, Science/Social Studies
2—Spanish instruction:
Science/Social Studies, Math
2—English instruction:
Science/Social Studies, Math

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated during content instruction in Spanish/English groups.

Percent of program teachers proficient in both languages:
60%

Percent of program staff proficient in both languages:
75%

Additional program staff:
•1 part time resource teacher
•4 full time bilingual aides
•1 part time SSL teacher
•1 part time ESL teacher

Computer use:
Computer use in both languages.

Curriculum/materials development:
Staff, Resource Teacher, Consultant, and Bilingual Department Head developed curricula. Teachers have been working on curricula development (ESL and SSL) for the past two years.

PROGRAM EVALUATION

Evaluator:
Grace Studley
Public Affairs Research Institute
12 Frost Street
Arlington, MA 02174

160

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Review results of language assessments
English proficiency	Review results of language assessments
Academic achievement in Spanish	Student progress reports, Achievement tests
Academic achievement in English	Student progress reports, Achievement tests
Self-esteem/competence	Questionnaire
Attitudes	Questionnaire
Parental attitudes	Questionnaire
Staff	Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Program includes ESL and SSL instruction for parents

Community responses to the program:
- High level of support
- Growing interest has resulted in a crush of applicants that far exceeds enrollment capacity

School Board's view of the program:
- Strong support

Advice to start-up programs:
- Provide time for adequate planning
- Visit other programs
- Proper staffing
- Parental support

Holyoke Public Schools
Holyoke, Massachusetts

Magnet Middle School Developmental Bilingual Education Program

School:
Magnet Middle School for the Arts
325 Pine Street
Holyoke, MA 01040
413-534-2131

Contact person:
Efrain Martinez, Principal
Magnet Middle School for the Arts
325 Pine Street
Holyoke, MA 01040
413-534-2131

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
65% Hispanic; 31% White; 4% Others

Criteria for selecting and accepting students:
None. The population of the school represents the student population of the district of that age.

Recruitment procedures:
- Parent Information Center
- Registration Center
- Brochures, fliers, media presentations, and recitals

Grade level(s) of the program:
6-7

Grade level increases planned:
1992-93: 8

Program size:

Grade level	*# of Classes*	*Class size*
6	4	28
7	4	28

Funding sources:
Title VII DBE Grant; CD Funding; Ford Foundation; Merrill Lynch Foundation; Jessie B. Cox Trust; Mt. Holyoke College; Mustard Seed Fund; New England Telephone; Nynex Corporation

Program materials available to others:
- Brochure
- Student and staff manuals

Program objectives:

•To conduct middle school instruction in all subject areas in a 50% Spanish-50% English setting

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6 30%
7 40%
Goal is 50%:50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
6-7—Spanish instruction:
Language Arts, Math, Science, The Arts
6-7—English instruction:
Social Studies, The Arts

Instructional grouping:
Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
51%

Additional program staff:
•1 resource teacher
•Many Latino volunteers who are students at local colleges

Computer use:
Computer use in both languages—word processing, desk top publishing, and math and science programs.

Curriculum/materials development:
The project will offer a constructivist math curriculum (English/Spanish) for dissemination by the end of '92-'93 school year.

PROGRAM EVALUATION

Evaluator:
Dr. Kerry Holmstead
University of Massachusetts at Amherst
Amherst, MA 01003
413-584-0458

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	BSM, SABE
Academic achievement in Spanish	Informal teacher-made tests
Academic achievement in English	CAT
Math	Project Quasar (University of Pittsburgh) runs its own assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Town Council and classroom assistance
•Parents, teachers, and students meet in a "Town Meeting" at the beginning of the year and elect a Town Council. This Council sets policy for the school

Community responses to the program:
•The first year of the program, the school attracted a lot of national attention. This caused resentment in some segments of the community. This year, the second year, the program staff is overcoming this feeling. Many of the teachers currently in the program are experienced teachers with as many as eighteen to twenty years of teaching. While many of these teachers rejected the idea of the program initially, they are now very pleased with it and as "converts," they have been able to provide a lot of credibility

School Board's view of the program:
•Eighty percent of the Board supports the program, even though there is a move against bilingual education in the area

Advice to start-up programs:
•Take time to implement the program, especially if it is to be a middle school program where there is no elementary program

Most important features of the program:
•Respect for and celebration of the culture and the language
•An environment in which the target language is respected and celebrated
•The use of the Arts as a medium for second language learning

Salem Public Schools
Salem, Massachusetts

Salem Two-Way Language Program, Federal Street School

School:
Federal Street School
160 Federal Street
Salem, MA 01970
508-740-1102

Contact persons:
Pamela Appleton
Principal/Director of Early Childhood
160 Federal Street
Salem, MA 01970
508-740-1102

Arlene Dannenburg
Director of Equity Education
29 Highland Avenue
Salem, MA 01970
508-745-9300 x225

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988

Ethnic/racial breakdown of school:
33% Hispanic; 62% White; 5% Other

Criteria for selecting and accepting students:
Spanish speakers:
Controlled choice student assignment policy (a central registration process which allows parents an opportunity to select schools and programs of their choice); language proficiency.
English speakers:
Age, controlled choice student assignment policy, no special needs so severe as to make second language learning a burden.

Recruitment procedures:
Advertisements, word of mouth, siblings

Grade level(s) of the program:
K-3

Grade level increases planned:
1992-93: K-4

Program size:

Grade level	*# of Classes*	*Class size*
K	2	25 (average)
1	2	23 (average)
2	2	21 (average)
3	2	17 (average)

Funding sources:
Salem Public Schools; Massachusetts State Chapter 636; Chapter 188 (MA State); Private donations: New England Power, Essex Institute

Program materials available to others:
•Video to be made this year
•*Boston Globe* articles, *Salem Evening News* articles, photos

Program objectives:

•To develop fluency and literacy in both Spanish and English

•To promote academic achievement commensurate with the students' ability at grade level in all areas

•To promote creativity, flexibility, originality, and problem-solving

•To encourage understanding and appreciation of both linguistic and cultural groups while nurturing pride in one's own heritage

•To foster independence, motivation, and love of knowledge about themselves and the world

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	45%
1	60%
2-3	65%

Method of separating languages for instruction:
By teacher and classroom

Languages used for content area subjects and electives:
Curriculum is interdisciplinary in nature. All subjects are taught in both languages to all students at some point in the continuum of the program.

Language of initial reading instruction:
Spanish speaker:
Spanish
English speakers:
English

Instructional grouping:
Students are not grouped for instruction, but they are integrated heterogeneously and divided into two groups. Whole language techniques are used with both groups in both languages. Students are integrated for content instruction, but L2 instruction (Spanish for English speakers; English for Spanish speakers) is specifically geared to introductory lessons in target language for each group.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
More than 50%

Additional program staff:
•2 part time resource teachers
•10 bilingual aides
•1 English monolingual aide
•1 full time Parent Outreach (Spanish) grant funded
•1 full time Parent Outreach (English) grant funded

Computer use:
IBM Writing to Read, IBM Vale. In second grade the IBM program in the target language is used for both groups of students.

Curriculum/materials development:
Program staff members have developed extensive curricula in both languages based on thematic units and have presented these statewide.

PROGRAM EVALUATION

Evaluator:
Federal Street School
160 Federal Street
Salem, MA 01970

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAS, Pre-LAS
English proficiency	CTBS, LAS
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS
Self-esteem/competence	AGS Social Skills Rating Scale
Kindergarten screening	ESI (English, Spanish) (Meisels, Univ. of Michigan), LAS, Pre-LAS
Special education evaluation	Special education evaluation and referrals as per state and local guidelines

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Involvement of parents at all levels of the program

Community responses to the program:
- Excellent
- Support has been consistent despite fiscal crisis in the city and state

School Board's view of the program:
- Very favorable
- Programs are highly regarded

Advice to start-up programs:
- Research and gather curriculum materials
- Ongoing public relations is crucial
- Being seen as "selective" enhances program standing—parents are "convinced" that they are enlightened to choose such a program for their child

Most important features of the program:
- Our programs are taught by highly competent and motivated professionals in developmentally appropriate classrooms which are print rich, exciting, and active learning environments
- Program quality is determinate of academic success, especially in such a challenging program
- While it has been a challenge to begin as a pilot and then expand each year, it has been a lesson in how a vision can become a reality despite severe fiscal constraint
- The program fosters true integration and builds the self-esteem of both groups of children as well as prepares them well academically

Bay Shore Union Free School District
Bay Shore, New York

Dual Language Enrichment Program

School:
Brook Avenue School
45 Brook Avenue
Bay Shore, NY 11706
516-968-1130

Contact persons:
Dr. Phyllis Glassman, Coordinator of Instruction
Office of Instructional Services
Bay Shore Union Free School District
393 Brook Avenue
Bay Shore, NY 11706
516-968-1239

Dr. Robert J. Roelle
Office of Instructional Services
Bay Shore Union Free School District
393 Brook Avenue
Bay Shore, NY 11706
516-968-1240

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
20.8% Hispanic; 23.4% Black; 53.5% White; 2.3% Asian

Criteria for selecting and accepting students:
Spanish speakers:
Spanish-speaking students who are limited English proficient
English speakers:
English-speaking students who are monolingual

Recruitment procedures:
Information is provided to Bay Shore District residents and volunteers are solicited.

Grade level(s) of the program:
K-1

Grade level increases planned:
1992-93: K-2

Program size:

Grade level	*# of Classes*	*Class size*
K	1	22
1	1	22

Funding sources:
New York State Education Department, Division of Bilingual Education, Two-Way Bilingual Education

Program materials available to others:
•Print material

Program objectives:

•To ensure the success of English proficient and limited English proficient students

•To enable students to become bilingual

•To increase parental involvement in children's education

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K	40%
1	40%

EP students:

K	15%
1	25%

Method of separating languages for instruction:
By subject, by teacher, by individualized instruction

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
There are a variety of grouping configurations. Students participate together in content area instruction. They are, however, sometimes separated for reading, mathematics, and gym, as determined by the teacher.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•1 part time English monolingual aide
•1 part time parent outreach teacher

Computer use:
Computer use in English

Curriculum/materials development:
The curricula has been developed by teachers to integrate into the present program

PROGRAM EVALUATION

Evaluator:
Dr. Charles C. Coletti
Port Chester Public Schools
P.O. Box 246
Port Chester, NY 10573
914-937-2655

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SABE, BINL
English proficiency	ITBS, BINL
Academic achievement in Spanish	Report cards
Academic achievement in English	Report cards

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and language classes
•Festivals, luncheons, workshops, performances

Community responses to the program:
•Positive
•Parents of students in the program are exceptionally pleased
•There is a waiting list to be placed in the program

School Board's view of the program:
•Very positive

Advice to start-up programs:
•Spend a great deal of time in the planning and visioning stages
•Include a planning committee with representation across constituent groups

Most important feature of the program:
•Team teaching

Beacon City School District
Beacon, New York

The Dual Language Program

School:
South Avenue School
60 South Avenue
Beacon, NY 12508
914-831-2536

Contact person:
Debra Hogencamp
Program Coordinator/Assistant Director for Bilingual Education
South Avenue School
60 South Avenue
Beacon, NY 12508
914-831-2536

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
27% Hispanic; 36% Black; 36% White; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
Any student who meets the New York state criteria for limited English proficiency status is eligible.
English speakers:
Average or above on the kindergarten screening device

Other non-native English speakers in the program:
Albanian, Laotian, Vietnamese, Swiss-German, Japanese

Recruitment procedures:
Informational meetings for parents; the Central Office registrar polls the parents of in-coming kindergartners for interest in the program.

Grade level(s) of the program:
K-4

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	27
1	1	25
2	1	24
3	1	21
4	1	29

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Education Grant

Program materials available to others:
•Brochure

Program objectives:

•To assist English proficient and limited English proficient students in becoming bilingual, biliterate, and multicultural

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:	
K	80%
1	60%
2-4	50%
EP students:	
K	20%
1	40%
2-4	50%

Method of separating languages for instruction:
Language arts and content areas are integrated using a thematic approach. Consequently, languages are separated in terms of time as indicated above. Each classroom is staffed with bilingual assistants in order to meet this goal. In grades 3-4, languages are separated according to a team teaching approach with a monolingual teacher and a bilingual teacher each working with an integrated group of students.

Languages used for content area subjects and electives:
K-4—Spanish instruction:
Social Studies, Math, Science
K-4—English instruction:
Gym, Music, Art, Library, Cooperative Culture Experience with a linguistic summary in Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by level of language proficiency and by language for reading. LEP and EP students are integrated during content instruction in a self contained classroom.

Percent of program teachers proficient in both languages:
66%

Percent of program staff proficient in both languages:
92%

Additional program staff:
•1 full time resource teacher
•4 full time bilingual assistants
•1 half time bilingual assistant

Computer use:
Computer use in both languages

Curriculum/materials development:
Teachers have developed thematic units based on New York state syllabi integrating language arts and content areas.

PROGRAM EVALUATION

Evaluator:
Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	BINL
English proficiency	BINL
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- In addition to participating in the PTA which offers its information in Spanish and English, parents observe classes as well as assist in them
- ESL and SSL classes are also offered

Community responses to the program:
- Increasingly positive, as indicated by the interest in the kindergarten, especially by English proficient parents

School Board's view of the program:
- The School Board sees the program as an economic advantage since the grant provides $165,000.00 of services per year

Advice to start-up programs:
- Involve the entire school and the community in its planning

Most important features of the program
- A developmental, child-centered, linguistically sensitive philosophy
- The involvement of parents
- Multicultural emphasis in the program

Buffalo City School District
Buffalo, New York

Two-Way Bilingual Education Program

School:
Herman Badillo Bilingual Academy #76
300 South Elmwood Avenue
Buffalo, NY 14201
716-851-3848

Contact persons:
Dr. Joseph Vocolo, Director
731 City Hall
Buffalo, NY 14202
716-851-3704

Alicia Davila Jones, Coordinator
300 South Elmwood Avenue
Buffalo, NY 14201
716-851-3848

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1983-84

Ethnic/racial breakdown of school:
73% Hispanic; 15% Black; 12% White

Criteria for selecting and accepting students:
Spanish speakers:
LEP students with Spanish as the home language
English speakers:
All students who wish to be a part of the program are admitted within the general admission guidelines of the district.

Recruitment procedures:
The program does not recruit students. Herman Badillo is a magnet bilingual school, thereby drawing some students beyond its immediate vicinity. It is also a receiver school to a Bilingual Early Childhood School with a similar program. Parents opt to have their children in the program.

Grade level(s) of the program:
3-6

Program size:

Grade level	*# of classes*	*Class size*
3	3	22
4	3	22
5	3	23
6	3	22

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
- Teacher and parent handbook
- A program brochure which will describe the program more fully is in progress

Program objectives:

•To have both limted English proficient and English proficient students become bilingual

•To attain academic achievement at or above grade level in reading, math and the other academic subjects

•To foster appreciation and awareness of American and Puerto Rican cultures as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

3-4	65%
5	55%
6	40%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
4—Spanish instruction:
Math, Science
4—English instruction
Social Studies, Gym, Art, Music
5—Spanish instruction:
Math, Social Studies
5—English instruction:
Math, Science, Gym, Art, Music
6—Spanish instruction:
Math, Science
6—English instruction:
Math, Social Studies, Science, Language Arts, Gym, Art, Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction based on language proficiency and reading comprehension levels. Students are integrated during content instruction with the exception of recent arrivals (Spanish-speaking students who need more ESL and native language instruction). These students form a separate group at each grade level.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
85%

Additional program staff:
•1 full time resource teacher
•1 full time program coordinator
•1 program evaluator

Computer use:
Only English language software is available in the computer lab. LEP students have access to computers in Chapter I math and reading and in ESL classes.

Curriculum/materials development:
A teacher committee developed the Spanish Language Arts Curriculum and the Puerto Rican History and Culture Curriculum. This curriculum identifies language arts skills and concepts to be addressed at each grade level, correlates the writing program with the district's English writing program, and incorporates the Spanish Reading program.

PROGRAM EVALUATION

Evaluator:
Gary Ciurczak
42 Rounds Avenue
Buffalo, NY 14215
716-836-2765

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	BINL
English proficiency	BINL
Academic achievement in Spanish	SABE
Academic achievement in English	CTBS, Stanford
Writing (Spanish and English)	District Writing Test
New York State test results	PEP, PET, ESPET

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Council, school visits, classroom assistance, and language classes
- Parent Teacher Organization, N.E.T.WORK (Neighborhood Education Training for Work) program, and the Project M.A.S. (Mothers Assisting in School) classroom helpers program organized by the Two-way Coordinator

Community responses to the program:
- Almost all people who learn about the program are very positive in their reaction

School Board's view of the program:
- Positive and supportive

Advice to start-up programs:
- Start small
- Monitor carefully
- Provide thorough staff training
- Work hard to strengthen parent involvement

Most important feature of the program:
- A carefully balanced instructional program for LEP/EP students based on language proficiency

Community School District 28
Jamaica, New York

Project BERIBA (Bilingual Education Resulting in Bilingual Americans)

School:
PS #182
150 Street and Jamaica Avenue
Jamaica, NY 11435
718-291-8500

Contact person:
Dr. Gary D. Goldenback, Project Director
Community School District 28
18-55 69th Avenue
Forest Hills, NY 11375
718-830-8853

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
60% Hispanic; 20% Black; 20% Asian

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores, little or no English
English speakers:
No evidence of any non-English language in the family

Recruitment procedures:
Parent meetings

Grade level(s) of the program:
K-1

Grade level increases planned:
1992-93: K-2

Program size:

Grade level	*# of Classes*	*Class size*
K	2	28
1	2	28

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program objectives:

•To present bilingualism as an advantage rather than as compensatory

•To allow youngsters to appreciate the value of bilingualism/biculturalism at an early age

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	30%
1	40%

Method of separating languages for instruction:
Teachers switch classes

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
District philosophy is not to group at early grades. Students are not integrated for all content areas; they are separated for math and science, but integrated for social studies instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•1 full time resource teacher
•1 full time coordinator

Computer use:
Computer use in English and Spanish

Curriculum/materials development:
Lesson plan units have been developed.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	LAB
Academic achievement in English	MAT

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•Parent workshops (nutrition, child abuse, careers)
•ESL and SSL language classes for parents

Community responses to the program:
•Supportive—there is even a waiting list for several English proficient students

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Be certain, beyond a shadow of a doubt, that your teachers will remain for the duration of the funding cycle

Most important feature of the program:
•Cooperation between LEP and EP teachers

Long Beach City School District
Long Beach, New York

Dual Language Program

Schools:
Blackheath Elementary School
322 Blackheath Road
Lido Beach, NY 11561
516-897-2081

Lido Elementary School
237 Lido Boulevard
Lido Beach, NY 11561
516-897-2140

Contact person:
Maritza Myers, Project Coordinator
Long Beach City School District
235 Lido Boulevard
Long Beach, NY 11561
516-897-2027

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
70% White; 20% Hispanic; 4% Black; 6% Other

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores which indicate students would benefit from a bilingual enrichment model
English speakers:
Parent request

Recruitment procedures:
Parent orientation

Grade level(s) of the program:
Pre-K and K

Grade level increases planned:
The program will expand by one grade level per year until fifth grade.

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	2	22
K	2	22

Funding sources:
District funds; New York State Categorical Two-Way funds

Program materials available to others:
•Video

Program objectives:

•To develop the biculturalism and bilingualism of both language groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K 50%
K 50%

Method of separating languages for instruction:
By alternate days and by subject—for one portion of the day, students receive instruction in their native language. In the other portion of the day they receive instruction in the second language on alternate days.

Languages used for content area subjects and electives:
K—Spanish and English instruction:
Social Studies, Science, Language Arts, Math

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
60%

Additional program staff:
•1 full time resource teacher
•4 full time bilingual aides

Curriculum/materials development:
Teachers and a resource teacher plan units in social studies, language arts, and cultural activities.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance and language classes
•Newsletters, cultural activities, and Spanish for Parents classes

Community responses to the program:
•Very supportive

School Board's view of the program:
•Initially, the members were not in favor of the program, but after visiting the programs, they changed their minds and are now supportive

Advice to start-up programs:
•Train the staff
•Disseminate information to the parents
•Explain the program goals to the staff
•Have materials available for use in the classrooms
•Establish good top-down administrative relationships

Most important features of the program:
•Our humanistic viewpoint is the most important factor
•All participants want to share and work together
•There is a common goal to have bicultural, bilingual students

Mt. Vernon Public Schools
Mt. Vernon, New York

Bilingual Developmental Program

School:
Hamilton Elementary School
20 Oak Street
Mt. Vernon, NY 10550
914-665-5050

Contact person:
Demetra Nicolau Keane, Program Director
165 North Columbus Avenue
Mt. Vernon, NY 10553
914-665-5222

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
40.09% Hispanic; 39.41% Black; 15.72% White; 4.78% Asian; 1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on a nationally normed test
English speakers:
Students who score above 40% on a nationally normed test

Other non-native English speakers in the program:
Arabic

Recruitment procedures:
Parental request

Grade level(s) of the program:
K-4

Grade level increases planned:
The program will expand by one grade level.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	28
1	1	31
2	1	32
3	1	31
4	1	20

Funding sources:
Title VII DBE Grant; New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program objectives:

•To achieve functional bilingualism for program participants (both LEP and EP students) over a period of six years

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
LEP students:
K-4 46%
EP students:
K-4 39%

Method of separating languages for instruction:
Language arts and math are taught in Spanish. Linguistic summaries are provided in the target language for social studies and science.

Languages used for content area subjects and electives:
K-4—Spanish instruction:
Language Arts, Math, SSL, Music, Art, Gym
K-4—English instruction:
Language Arts, Social Studies, Science, ESL, Music, Art, Gym

Language of initial reading instruction:
Spanish speakers:
Spanish for the first year. The second language is added year two.
English speakers:
English for the first year. The second language is added year two.

Instructional grouping:
Students are grouped by language dominance. Students are separated for language arts.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time resource teacher
•4 full time bilingual aides
•5 full time teachers

Computer use:
All students receive hands-on computer literacy exposure in Spanish and English.

Curriculum/materials development:
Teachers and program staff have developed an integrated curriculum for kindergarten and first grade.

PROGRAM EVALUATION

Evaluator:
Dr. Gregg Holtz
86 Grandview Avenue
Rye, NY 19580
914-967-0775

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SABE
English proficiency	LAB, Stanford
Academic achievement in Spanish	Report cards, SABE
Academic achievement in English	Report cards, Stanford, State proficiency tests
Self-esteem/competence	Attendance, Anecdotal records, PEP
Attitudes	Parental involvement, attendance; Teacher training, involvement, and attendance

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•Training of parents by parents

Community responses to the program:
•Very positive

School Board's view of the program:
•Supportive

Advice to start-up programs:
•Start with a Board of Education policy on future commitment

Most important features of the program:
•Staff dedication
•Administrative support
•Parental support

Community School District 8
Bronx, New York

CAPTAR (Computer Assisted Parental Training Through Arts Realization)

Schools:

PS #60
888 Reverend James A. Polite Avenue
Bronx, NY 10459
212-822-5104

PS #62
660 Fox Street
Bronx, NY 10455
212-822-5093

PS #75
984 Faile Street
Bronx, NY 10459
212-822-5008

Contact persons:

Florence Velazquez
Two-Way Bilingual Coordinator
District 8 Office, Bilingual Unit
650 White Plains Road
Bronx, NY 10473
212-409-8115

Christiane Quinnis
ESL Coordinator
District 8 Office, Bilingual Unit
650 White Plains Road
Bronx, NY 10473
212-409-8115

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989-90

Ethnic/racial breakdown of schools:
PS #60: 88% Hispanic; 12% Black
PS #62: 86% Hispanic; 14% Black
PS #75: 77% Hispanic; 23% Black

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on the LAB test
English speakers:
Students who score above 40% on the LAB test

Grade level(s) of the program:
K-2

Program size:

Grade level	*# of Classes*	*Class size*
PS #60:		
K	2	22 (EP) 20 (LEP)
1	2	20 (EP) 13 (LEP)
2	2	28 (EP) 20 (LEP)
PS #62:		
K	2	22 (EP) 22 (LEP)
1	2	23 (EP) 27 (LEP)
2	2	29 (EP) 22 (LEP)
PS #75:		
K	2	21 (EP) 20 (LEP)
1	2	24 (EP) 16 (LEP)
2	2	24 (EP) 28 (LEP)

Funding sources:
New York State Two-Way Bilingual Categorical Program

Program objectives:

•For students to become proficient in a second language in the four skill areas of listening, speaking, reading, and writing through instruction in the second language in the content areas of science, math, and social studies

•For students to develop multicultural awareness

•For students to become computer literate

•To have parents become aware of the importance of two languages

•To develop career awareness for both parents and students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K: One period of second language instruction for both groups daily
1: Two periods of second language instruction for both groups daily
2: Three periods of second language instruction for both groups daily

Method of separating languages for instruction:
By teacher: The monolingual teacher provides native language instruction to English speakers. These students then go to the bilingual education class with the bilingual teacher for Spanish. The bilingual teacher provides native language instruction to Spanish speakers. These students then go to the English monolingual class with the monolingual teacher for English.

Language of initial reading instruction:
Spanish speakers:
Spanish with a little in English
English speakers:
English with a little in Spanish

Instructional grouping:
Students are integrated for music, drama, trips, and performances, but they are separated for content instruction.

Percent of program teachers proficient in both languages:
66%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time ESL coordinator
•1 full time bilingual education coordinator
•1 part time bilingual computer specialist

Computer use:
Each kindergarten and first grade classroom is equipped with one Apple computer. Students work at computer learning centers on a daily basis. Computer work is geared toward developing both languages.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

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Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	Teacher evaluation
Academic achievement in English	Teacher evaluation

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Parent volunteers
- Workshops for parents

Community responses to the program:
- Supportive
- Some of the other schools are becoming interested in the program

School Board's view of the program:
- Supportive

Advice to start-up programs:
- Begin with kindergarten so that continuation is possible
- Introduce periods of second language instruction at a slower pace for English students

Most important features of the program:
- Team teaching approach
- Parental involvement
- Staff development
- Multicultural program

Community School District 9
Bronx, New York

Two-Way Bilingual Program

School:
CES #88x
1340 Sheridan Ave
Bronx, NY 10456
212-538-8152

Contact persons:
Ilba Flores, Coordinator
CES #4x
1701 Fulton Avenue
Bronx, NY 10456
212-716-5502

Mildred Acevedo
Director of Bilingual Programs for District 9
1377 Jerome Avenue
Bronx, NY 10452
212-681-5000

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
70% Hispanic; 30% Black

Criteria for selecting and accepting students:
Spanish speakers:
English LAB scores
English speakers:
Spanish LAB scores

Recruitment procedures:
The program is offered in schools where principals and teachers agree to implement it. There is no recruitment of students as such. If the population is there and the school personnel agrees to do it, the program is offered.

Grade level(s) of the program:
K-2

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
K	2	30
1	2	30
2	2	30

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Education

Program objectives:

•To develop students' mastery of bilingual language and literacy skills in Spanish and English

•To teach subject matter in first and second language

•To work with parents to increase their awareness and involvement with bilingual and bicultural education

•To provide staff development in bilingual and bicultural education

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-2 50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K-2—Spanish instruction:
Social Studies, Science
K—English instruction:
Social Studies, Math, Science, Gym, Art
1-2—English instruction:
Social Studies, Math, Science, Gym

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are not grouped for instruction. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Curriculum/materials development:
Program teachers have developed curricula which is a compilation of lesson plans used in the program.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Test scores, LAB
English proficiency	Test scores, LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and language classes
•Workshops, trips, special activities

Community responses to the program:
•Parents like the program and want it to be expanded to include all grades in the school

School Board's view of the program:
•The School Board is in favor of expanding the bilingual program throughout the district and fully supports the implementation of the program

Advice to start-up programs:
•If you believe in the program's philosophy and you impart that which you believe works, teachers and parents will be a lot more receptive to the implementation of this program

Most important feature of the program:
•Teacher commitment and cooperation

Community School District 10
Bronx, New York

CONNECT

School:
PS #9
East 183rd Street and Ryer Avenue
Bronx, NY 10458
212-220-8482

Contact person:
Margery R. Falk, Director
Community School District 10
#1 Fordham Plaza
Bronx, NY 10458
212-584-8761

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991-92

Ethnic/racial breakdown of school:
80% Hispanic; 15% Black; 5% Other

Criteria for selecting and accepting students:
No criteria

Recruitment procedures:
Voluntary—children take home information for parents

Grade level(s) of the program:
K-1

Grade level increases planned:
The program will expand by one grade level per year for the next three years. The ultimate goal is to aim for a K-5 program.

Program size:

Grade level	*# of Classes*	*Class size*
K	2	20
1	2	30

Funding sources:
Title VII DBE Grant

Program objectives:

•Develop language acquisition for English proficient and limited English proficient students

•Demonstrate gains in academic content area achievement

•Improve self-concept

•Involve parents in bilingual education

•Provide staff development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-1: It varies from day to day. Some part of the day is spent in target language instruction - anywhere from 10% to 50%. This will increase as the year progresses.

Method of separating languages for instruction:
By subject and by teacher. In kindergarten, the language used is very flexible because instruction is fluid.

Languages used for content area subjects and electives:
Math, Science, and Social Studies are taught in the native language. As concepts are learned, related activities are provided in the second language.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Kindergarten contains both LEP students and EP students. In the first grade classes, students are in two rooms by language and then move to centers where Spanish is used for instruction.

Percent of program teachers proficient in both languages:
95%

Percent of program staff proficient in both languages:
70%

Additional program staff:
•1 full time resource teacher
•2 family workers

Curriculum/materials development:
Lesson plans and reinforcement activities as well as activities for parent workshops will be compiled.

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201
718-935-3790

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	Criterion-reference (grade 2)
Academic achievement in English	MAT
Self-esteem/competence	Pearce-Harris Self-Concept Scale, Project-developed checklist

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, classroom assistance, and language classes
- Trips
- Workshops
- Special events

Community responses to the program:
- Parents are pleased with the program and are active in the PTA

School Board's view of the program:
- Very favorable

Advice to start-up programs:
- Hire carefully to get the best staff
- Look at personnel to see how receptive they are to dual language instruction and their attitudes toward it
- Review and evaluate instructional materials (include school administrators and teachers)

Most important features of the program:
- Teachers' attitudes and enthusiasm for the program
- Parents' strong encouragement, support, and participation

Community School District 11
Bronx, New York

Two-Way Bilingual Program

School:
The Parkchester School, PS #106x
2120 St. Raymond Avenue
Bronx, New York 10462
212-892-1006

Contact persons:
Mrs. Milagros Efre-Lopez, Coordinator
District Office #11
1250 Arnow Avenue
Bronx, NY 10469
212-519-2641

Mr. Jose Olavarria
Director of Second Language Programs
1250 Arnow Avenue
Bronx, NY 10469
212-519-2641

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
44% Hispanic; 41.8% Black; 5.1% White; 8.7% Asian; <1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on the LAB test
English speakers:
Principal's discretion, parental interest

Recruitment procedures:
•Parental request
•LAB scores
•Home language surveys
•Principal's grouping practices

Grade level(s) of the program:
1-3

Program size:

Grade level	*# of Classes*	*Class size*
1	1	28
2	1	30
3	1	27

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Program materials available to others:
•Program overview in English and Spanish

Program objectives:

- To provide an instructional program in English and Spanish for English dominant and Spanish dominant students
- To increase gains in second language learning
- To provide staff development, parent participation programs, and a multicultural component

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-2	50%
3	30%

Method of separating languages for instruction:
By teacher and by subject

Languages used for content area subjects and electives:
1-3—Spanish instruction:
Math, Reading, Science, Social Studies
1-3—English instruction:
Math, Reading, Science, Social Studies, Gym, Library

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by language and by instructional level. Students are separated for content instruction for math and reading.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 2 full time resource teachers
- 1 full time coordinator

Curriculum/materials development:
The two-way teachers have developed a Bilingual Lesson Plan Book.

PROGRAM EVALUATION

Evaluator:
Donna Morganlander
Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	MAT
Academic achievement in Spanish	SABE
Academic achievement in English	DRP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits, classroom assistance, and language classes
•Parent workshops once a month

Community responses to the program:
•Favorable
•Parents are interested in the Parent Education Program and recruit friends from the community

School Board's view of the program:
•Favorable
•They are implementing more two-way bilingual programs

Advice to start-up programs:
•Thorough planning is a prerequisite for success

Most important features of the program:
•The staff is knowledgeable, enthusiastic, and very excited about the ongoing projects
•The parent program is highly exciting
•Aside from teaching parents in the areas of English, Spanish, and mathematics, the program staff also involves them in trips and school-wide presentations

Community School District 15
Brooklyn, New York

Two-Way Bilingual Program

School:
PS #1
309 47th Street
Brooklyn, NY 11220
718-330-9270

Contact persons:
Edith Soto, Director of Bilingual Programs
Community School District 15
360 Smith Street
Brooklyn, NY 11220
718-330-9349

María C. Balducci
Community School District 15
360 Smith Street
Brooklyn, NY 11220
718-330-9349

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1985

Ethnic/racial breakdown of school:
92% Hispanic; 3.9% Black; 2.6% White; 1.5% Asian

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on the LAB test
English speakers:
Teacher recommendation and LAB test scores

Recruitment procedures:
The student selection process is achieved in three ways: Language Assessment Battery results, parental option, and teacher recommendation.

Grade level(s) of the program:
K-5

Grade level increases planned:
The program began in 1985 and expanded vertically at the rate of one grade level per successive year. Presently the program encompasses grades K-5.

Program size:

Grade level	*# of Classes*	*Class size*
K	3	26 (average)
1	3	24 (average)
2	2	30 (average)
3	2	29 (average)
4	2	29 (average)
5	2	30 (average)

Funding sources:
Originally the program was state funded. Presently, it is funded through tax levy funds.

Program materials available to others:
•Video

Program objectives:

- To develop a high proficiency in English for LEP students while at the same time maintaining and continuing to develop cognitive academic skills in their native language
- To prepare LEP students to develop a level of English proficiency that will allow them to successfully learn math, social studies, science, etc., in English
- To develop a high proficiency in the second language for EP students while at the same time developing cognitive academic skills in English
- To prepare EP students to develop a level of proficiency in Spanish that will allow them to successfully learn math, social studies, and science, etc. in the second language
- To develop an understanding, appreciation, and knowledge of all the participants' cultures as well as all cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	80%
2	70%
3	60%
4	50%
5	40%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
K-3—Spanish instruction:
Social Studies, Math, Science, Culture, Gym
K—English instruction:
Social Studies, Math, Oral Language Development
1—English instruction:
Social Studies, Science
2—English instruction:
Social Studies, Math, Science
3—English instruction:
Social Studies, Math, Science, Gym
4-5—Spanish instruction:
Social Studies, Math, Science/Health, Culture, Gym
4-5—English instruction:
Social Studies, Math, Science/Health, Gym

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
The children are grouped for English and Spanish reading according to ability. Students are not integrated during social studies, math and science instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 full time resource teacher
- 3 full time paraprofessionals
- 4 full time bilingual pupil services assistants

PROGRAM EVALUATION

Evaluator:
Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	CTBS, SABE

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- Parents are invited to a PTA conference at the beginning of the school year where the program's objectives and goals are explained
- Parents are invited to participate in all classroom activities, to become school volunteers and to enroll in the ESL/GED Parent Program

Community responses to the program:
- The immediate community and parents have demonstrated a very positive response

School Board's view of the program:
- The School Board has established a bilingual policy

Most important features of the program:
- The leveling component allows children of both language groups to participate in a non-graded reading program and to learn at their own pace
- The program encourages a strong multicultural component

Community School District 16
Brooklyn, New York

Two-Way Bilingual Program

School:
PS #304
280 Hart Street
Brooklyn, NY 11206
718-574-2378

Contact persons:
Nilda L. Ortiz
Two-Way Bilingual Program Director
PS #304
280 Hart Street
Brooklyn, NY 11206
718-574-2378

Robert Flores
PS #304
280 Hart Street
Brooklyn, NY 11206
718-574-2378

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
49% Black; 51% Hispanic

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on the LAB exam
English speakers:
Students who score above 90% on the LAB exam

Recruitment procedures:
Orientation meetings and parent consent

Grade level(s) of the program:
K

Grade level increases planned:
1992-93: K-1
1993-94: K-2

Program size:

Grade level	*# of Classes*	*Class size*
K	2	25

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Funds

Program materials available to others:
•Teacher-made materials
•Parent workshop hand-outs

Program objectives:

•To provide bilingualism for Hispanic and non-Hispanic students

•To provide an equal education for the students in the program

•To teach the state and local required curriculum in English and Spanish to students

•To have a better understanding of multiculturalism and multilingualism in the school and the community

•To increase parent involvement in school activities

•To develop positive personal and inter-group relationships

•To promote integration in the community

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 80%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
K—Spanish instruction:
Social Studies, Math, Science, Reading
K—English instruction:
Gym, Reading

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated for content instruction, except for reading.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time resource teacher
•2 full time bilingual aides
•1 full time director
•1 part time consultant

Computer use:
The program uses computers to teach ESL and SSL to the parents.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Language survey, LAB
English proficiency	Language survey, LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visits, classroom assistance, and language classes
- The program provides English and Spanish classes for the parents twice a week and parent workshops twice a month
- Trips for parents

Community responses to the program:
- Overwhelming enthusiasm
- Other schools in the district are interested in having the program next year. They visited our school and liked the program
- The program is known by the Community School Board members who have visited the school

School Board's view of the program:
- Very excited because it is the only two-way program in the district
- The School Board likes the idea of getting the parents involved
- The School Board wants other schools to write a proposal for the year 1992

Advice to start-up programs:
- Be very positive and eager to work because there are a lot of beautiful things that can be done with the children, the teachers, and the parents

Most important features of the program:
- Parent involvement
- Hard work from program teachers, the resource teacher, and paraprofessionals
- Enthusiasm of the Program Director

Community School District 17
Brooklyn, New York

Community School District 17 Dual Language Program

Schools:
Sites to be determined during project planning activities. Two are anticipated.

Contact persons:

Carol E. Pertchik, Project Facilitator
Community School District 17
402 Eastern Parkway
Brooklyn, NY 11225
718-604-4244

Bess N. Reynolds, Superintendent
Community School District 17
402 Eastern Parkway
Brooklyn, NY 11225
718-604-4224

BACKGROUND INFORMATION

Languages used in the program:
Haitian Creole/English
Spanish/English

Year program began:
1991 (planning)
Fall 1992 (instruction)

Criteria for selecting and accepting students:
Haitian Creole and Spanish speakers:
Kindergarten children who score below 40% on the LAB exam
English speakers:
Native speakers of English entering kindergarten will be recruited

Recruitment procedures:
Recruitment will be at the school level employing outreach strategies to be identified during the planning phase.

Grade level(s) of the program:
K

Grade level increases planned:
1992-93: K
1993-94: K-1
1994-95: K-2

Program size:

Grade level	*# of Classes*	*Class size*
K	1 or 2	25-30
K	1 or 2	25-30

There will be two kindergarten components—one will be composed of Haitian Creole and English speakers and the other of Spanish and English speakers. Figures are anticipated.

Funding sources:
New York State Department of Education, Division of Bilingual Education

Program materials available to others:
- Comprehensive Instructional Management System (CIMS) for Mathematics is presently being translated into Haitian Creole. The Spanish version is already available
- Kindergarten Children of the Rainbow (Spanish and ESL versions) is also available

Program objectives:

•To expand the delivery of bilingual services to limited English proficient and English proficient students

•To promote bilingualism

•To provide educational excellence and equity

•To increase and enhance understanding in our multicultural community

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish, Haitian Creole will be used for instruction:
K 50%

Method of separating languages for instruction:
To be determined

Curriculum/materials development:
Translation of the Comprehensive Instructional Management System (CIMS) for Mathematics is in progress. Additional materials will be developed as needed.

PROGRAM EVALUATION

No information at this time.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils and school visits
•Consultation committees

School Board's view of the program:
•Community School District 17, encompassing the Crown Heights and East Flatbush neighborhoods of Brooklyn, is committed to providing quality bilingual and English as a Second Language programs to all limited English proficient students. The district is further committed to extending the benefits of bilingual and bicultural education to our monolingual population through dual language education. It is these initiatives that will bring African-American, Caribbean, Haitian, Hispanic, Asian, Lubavitch, and other cultures of our community together

Community School District 19
Brooklyn, New York

Project GLEAM

School:
PS #13
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-498-3717

Contact persons:
Frances Camacho, Coordinator
Bilingual Programs
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

Maria Reinertsen, Coordinator
Two-Way Bilingual Program
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988-89

Ethnic/racial breakdown of school:
48% Hispanic; 51% Black; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
Students who score at or below 40% on the LAB exam
English speakers:
Students must score above 40% on the LAB exam

Recruitment procedures:
Students are recruited from the existing pre-kindergarten program.

Grade level(s) of the program:
K-2

Program size:

Grade level	*# of Classes*	*Class size*
K	2	28 (average)
1	2	25 (average)
2	2	29 (average)

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
- Video on one of the projects
- Parent and teacher program information packet

Program objectives:

•To promote bilingualism for limited English proficient and English proficient students

•To provide equity and excellence to program students

•To teach state and local required curricula in English and Spanish to students

•To ensure that the program students are tested in a fair and unbiased manner

•To increase understanding in multicultural and multilingual schools and communities

•To increase participation of parents in school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:	
K	80%
1	75%
2	70%
EP students:	
K	20%
1	25%
2	30%

Method of separating languages for instruction:
By teacher—students receive content area instruction from the native language teacher and the second language teacher.

Languages used for content area subjects and electives:
K (LEP)—*Spanish instruction:*
Native Language Arts
1-2 (LEP)—*Spanish instruction:*
Reading, Math, Social Studies, Science
1-2 (EP)—*Spanish instruction:*
At least 15% of SSL instruction is given in content area
K (EP)—*English instruction:*
Native Language Arts
1-2 (EP)—*English instruction:*
Reading, Math, Social Studies, Science
1-2 (LEP)—*English instruction:*
At least 15% of ESL instruction is given in content area

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped according to language dominance. LEP and EP students are integrated for culminating unit activities in all subject areas. These activities may include assembly programs, trips, and music activities.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
66%

Additional program staff:
•2 full time bilingual aides
•1 full time (English) monolingual aide

Computer use:
Children participate in the Writing to Read Program and its Spanish counterpart, VALE.

Curriculum/materials development:
All program components are required to follow New York State and New York City Bilingual Core Curriculum Essential Learning Outcomes in the major subject areas. Syllabus for second language learning adheres to NYS Checkpoint A: Spanish.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	SABE

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Classroom assistance and language classes
- The program has an extensive parental component
- Parents participate in classroom activities and in second language classes
- Workshops in parenting skills are also offered

Community responses to the program:
- This program is viewed as a very positive part of the district's bilingual program in that it promotes integration of LEP students and increases parent participation

School Board's view of the program:
- This program is viewed city-wide and state-wide as a quality educational program

Advice to start-up programs:
- Starting projects should view alternative models so that they might find the one which is most suitable for their population

Most important feature of the program:
- The emphasis on enrichment rather than the remedial and the involvement of parents

Community School District 20
Brooklyn, New York

Two-Way Bilingual Academy

School:
Luis Muñoz Marín PS #314
330 59th Street
Brooklyn, NY 11220
718-492-0087

Contact persons:
Ms. Milady Baez, Assistant Principal
Luis Muñoz Marín PS #314
330 59th Street
Brooklyn, NY 11220
718-492-0087

Marlene Gonzalez, Program Coordinator
Luis Muñoz Marín PS #314
330 59th Street
Brooklyn, NY 11220
718-492-0087

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991-92

Ethnic/racial breakdown of school:
85.6% Hispanic; 2.8% Black; 2.9 % White;
8.7% Asian/Pacific Islander, American Indian

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores below 40% in English; LAB score in their native language of 90% or better; screening for behaviors associated with gifted and talented
English speakers:
An effort is made to recruit students for whom Spanish is a second language and represents the cultural and economic groups in the community; LAB scores in English of 90% or higher; screening for gifted and talented behaviors

Other non-native English speakers in the program:
Chinese

Grade level(s) of the program:
K

Grade level increases planned:
1992-93: K-1
1993-94: K-2

Program size:

Grade level	*# of Classes*	*Class size*
K	2	57 (total)

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Recruitment procedures:
The principal, early childhood assistant principal, and the coordinator initiate recruitment during the month of May. The selection process involves a screening done by the coordinator and parents, using a checklist of specific behaviors.

Program objectives:

•To develop dual language proficiency and academic achievement in all students participating in the program

•To improve the equity and quality of services provided to our LEP population

•To integrate English proficient and limited English proficient students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K	28% (1st semester)
	49% (2nd semester)

EP students:

K	31%

Method of separating languages for instruction:
At the kindergarten level children are grouped by language dominance for instruction. Summaries at the end of the lessons are done in the target language. Languages are separated by subject.

Languages used for content area subjects and electives:
K (EP)—Spanish instruction:
P.E., Music, Art
K (EP)—English instruction:
Reading, Math, Science, Social Studies
K (LEP)—Spanish instruction:
Reading, Math, Science, Social Studies
K (LEP)—English instruction:
P.E., Music, Art

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction by language dominance. In kindergarten they are separated for reading readiness (English and Spanish), ESL/SSL, science and social studies. They are integrated for math, music, art, and P.E.

Percent of program teachers proficient in both languages:
60%

Percent of program staff proficient in both languages:
60%

Additional program staff:
•2 full time (English) monolingual aides
•1 full time coordinator

Curriculum/materials development:
The teachers and coordinator are in the process of developing curricula that focus on an interdisciplinary, hands-on, multicultural approach, utilizing learning centers.

PROGRAM EVALUATION

Evaluator:
David Kiholer
37 Woodmere Boulevard
Woodmere, NY 115948
516-374-7165

210

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	City-wide tests
Academic achievement in English	City-wide tests
Attitudes	Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Classroom assistance and language classes (ESL and SSL)
- Parents participate through workshops or techniques for helping children at home
- Cultural exchange between parents which can be taken into the classroom

Community responses to the program:
- Very positive

Advice to start-up programs:
- Make sure the teachers share a good rapport with each other and with the parents of students in the program

Most important feature of the program:
- The development of skills in two languages while integrating English proficient and limited English proficient students

Community School District 23
Brooklyn, New York

Two-Way Bilingual Education Program

Schools:

PS #332K
51 Christopher Avenue
Brooklyn, NY 11212
718-495-7805

PS #155K
1355 Herkimer Street
Brooklyn, NY 11233
718-495-7751

Contact persons:

Edward Millman
Director of Curriculum and Instruction
2240 Dean Street, Room 317
Brooklyn, NY 11233
718-495-7725

Jacob Aybar/ Maria Lopez
2240 Dean Street, Room 317
Brooklyn, NY 11233
718-495-7729

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989-1990

Ethnic/racial breakdown of district:
18% Hispanic; 80% Black; 2% Other

Criteria for selecting and accepting students:

Spanish speakers:
LAB assessment of language skills in both languages, parental consent, recommendation by the ESL teacher and the Two-Way Bilingual Program teacher

English speakers:
Parental consent and proclivity for learning a second language

Grade level(s) of the program:
Pre-K–2

Program size:

Grade level	*# of Classes*	*Class size*
PS #332:		
Pre-K	2	16 (average)
K	2	28 (average)
1	2	29 (average)
PS #155:		
K	2	29 (average)
1	2	27 (average)
2	2	22 (average)

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Program objectives:

- At least 80% of participating LEP pupils will score an average gain of 10 NCE's in the English speaking subtest on the LAB examination
- At least 80% of participating LEP pupils in grade 2 will score an average gain of 10 NCE's in the English reading subtest on the LAB examination
- At least 80% of the Hispanic LEP pupils in grades 1 and 2 will demonstrate a gain of 5 NCE's, as measured by the Spanish reading subtest of the Spanish version of the LAB examination
- At least 80% of the Hispanic LEP students in grade 1 will achieve a passing grade in mathematics, as measured by course evaluation where the primary language of instruction and evaluation is Spanish
- At least 80% of the Hispanic LEP pupils in grades 1 and 2 will achieve a passing grade in social studies and science, as determined by course evaluation where the primary language of instruction and evaluation is Spanish
- At least 80% of EP pupils will demonstrate a mean gain of 10 NCE's, as measured by the Speaking subtest of the Spanish LAB examination
- At least 80% of EP pupils in grade 2 will demonstrate a mean gain of 5 NCE's, as measured by the reading subtest of the Spanish LAB examination
- EP students in grades 1 and 2 will demonstrate a mean gain of 5 NCEs, as measured by the MAT in reading
- At least 80% of EP students in grade 1 will achieve a passing grade in mathematics, as measured by course evaluation
- At least 80% of EP students in grades 1 and 2 will achieve a passing grade in social studies and science, as determined by course evaluation where the primary language of instruction is English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:	
Pre-K-K	80%
1	70%
2	60%
EP students:	
Pre-K-K	20%
1	30%
2	40%

Method of separating languages for instruction:
LEP students and EP students are kept in separate classrooms two-thirds of the time. They work together one-third of the time.

Instructional grouping:
Students are grouped according to learning abilities and by language dominance for LEP students, Spanish-speaking students, and EP students. Students are separated for two-thirds of the instructional time.

Percent of program teachers proficient in both languages:
60%

Percent of program staff proficient in both languages:
60%

Languages used for content area subjects and electives:
Pre-K—Spanish instruction:
Social Studies, Math, Science, Art, Gym
Pre-K—English instruction:
Social Studies, Math, Science, Art, Gym
K—Spanish instruction:
Art, Gym
K—English instruction:
Social Studies, Math, Science
1—Spanish instruction:
Math
1—English instruction:
Social Studies, Science, Art, Gym
2—Spanish instruction:
Social Studies, Art
2—English instruction:
Math, Science, Gym

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Additional program staff:
•1 full time resource teacher
•4 bilingual aides
•3 English monolingual aides

Curriculum/materials development:
The resource teacher has developed specific curricula for the two-way program including lesson plans and teacher-made resource materials on language acquisition and multicultural set up.

PROGRAM EVALUATION

Evaluator:
Joseph Pacheco
2240 Dean Street
Brooklyn, NY 11233
718-495-7711

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	LAB
Academic achievement in English	LAB
Self-esteem/competence	Checklist, Teacher observation
Attitudes	Checklist, Teacher observation
Reading, Mathematics	New York City Reading and Mathematics Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visits, classroom assistance, and language classes (ESL and SSL)
- Discussion on supporting students at home
- Orientation meeting for parents
- Weekly workshops for parents
- Parent Association activities

Community responses to the program:
- The community responses to the program have been extremely positive
- A large number of parents have participated in the bicultural activities prepared for the program staff
- Parents have also been participating in the ESL and SSL lessons offered by the program coordinator

School Board's view of the program:
- Members of the School Board have visited our program
- The program has received a lot of feedback, and they hope that the program will continue

Advice to start-up programs:
- Project staff should meet a least once a month for staff development and project coordination purposes
- Project staff should develop a newsletter for project and district parents
- Highly visible cultural activities planned by staff, students, and parents to strengthen project spirit and identity
- Second language acquisition component for EP students must be emphasized

Most important feature of the program:
- The program is the first in New York City to have a full day pre-K two-way bilingual program in collaboration with Superstart, a New York City comprehensive pre-K program

Community School District 32
Brooklyn, New York //

Project BEBE (Bilingual Education Benefits Everyone

Schools:

PS #274
800 Bushwick Avenue
Brooklyn, NY 11221
718-574-0273

PS #45K
84 Schaeffer Street
Brooklyn, NY 11207
718-574-0235

Contact persons:

Elsie Loperena Munafo
Two-Way Coordinator
Community School District 32, Multilingual Center
797 Bushwick Avenue
Brooklyn, NY 11221
718-574-1137

Victoria Delgado
Supervisor of Bilingual Education
Community School District 32, Multilingual Center
797 Bushwick Avenue
Brooklyn, NY 11221
718-574-1138 or 1139

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
PS #274 (1988)
PS #45 (1989)

Ethnic/racial breakdown of school:
PS #274: 75.4% Hispanic; 23% Black; <1% White; <1% Asian; <1% American Indian
PS #45: 29.9% Hispanic; 69.7% Black; <1% White; <1% Asian

Criteria for selecting and accepting students:
Spanish speakers:
LAB Scores
English speakers:
Parent interest, principals' recommendation, teacher interest

Recruitment procedures:
Children are given the LAB exam and placed in bilingual classes based on LEP status; EP children are recruited during the registration period with their parents.

Grade level(s) of the program:
K-3

Grade level increases planned:
The program will expand one grade level per year.

Program size:

Grade level	*# of Classes*	*Class size*
PS #274:		
K	2	25
1	2	25
2	2	25
PS #45:		
K	2	25
1	2	25
2	2	25
3	2	25

Funding sources:
New York State Department of Education, Division of Bilingual Education, Bilingual Categorical Funds

Program materials available to others:
•Print material

Program objectives:

•Promotion of bilingualism

•Promotion of bilingualism as an enrichment concept

•Promotion of greater understanding between linguistically and culturally diverse communities

•Promotion of equal educational access for all children

•Promotion of equal educational excellence for all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:	
K	70%
1	60%
2-3	50%
EP students:	
K	30%
1	40%
2-3	50%

Method of separating languages for instruction:
By teacher in kindergarten; by teacher and subject in grades 1-3

Languages used for content area subjects and electives:
K—Spanish and English instruction:
ESL and Native Language Arts; Math, Science, Social Studies in the students' native language; Music, Art, and Dance in the second language
1—Spanish and English instruction:
ESL and Native Language Arts; Social Studies and Science in the students' second language; Math in Spanish and English
2-3—Spanish and English instruction:
ESL and Native Language Arts; Math, Science, Social Studies, and Science in the students' second language

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by ability. Students are separated for native language arts and native language math during the first year.

Percent of program teachers proficient in both languages:
PS #274: 100%
PS #45: 50%

Additional program staff:
•1 full time resource teacher
•6 full time bilingual aides
•2 full time monolingual aides

Computer use:
Children attend the computer lab at each site after the first year. Computer activities take place in English.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	Teacher evaluation
Academic achievement in English	Teacher evaluation
Self-esteem/competence	Teacher evaluation
Attitudes	Teacher evaluation

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and language classes (ESL, SSL)
•Parents attend workshops held by the site resource teacher
•Parents have also attended trips to the United Nations, museums, and health fairs
•Presentations during parent workshops have been planned to help parents become aware of the role they play in the education of their children

Community responses to the program:
•Community responses have been favorable
•The strongest advocates for second language learning have been the parents who recognize that learning Spanish is an enrichment for their children

School Board's view of the program:
•The School Board's view of the program has been favorable
•Some members have been supportive and have shared this with others

Advice to start-up programs:
•When planning such a program, have the teachers and principals who will be implementing the project as participants of the planning team

Most important feature of the program:
•This type of program has made it possible for bilingual education to be seen as an enrichment type of program by people who in the past thought it to be only a remedial program

New York City Board of Education
New York, New York

Project BESTWAY (Brandeis English Spanish Two-Way)

School:
Louis D. Brandeis High School
145 West 84th Street
New York, NY 10024
212-779-0300

Contact persons:
Marion Halberg
Project BESTWAY Coordinator
Louis D. Brandeis High School
145 West 84th Street
New York, NY 10024
212-873-5581

Maria C. Giacone
Project BESTWAY Director
Assistant Principal Foreign Language/ESL
Louis D. Brandeis High School
145 West 84th Street
New York, NY 10024
212-799-0300 x439

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
60% Hispanic; 40% Black

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on the English LAB; content area instruction in Spanish bilingual program; interview with Project Coordinator
English speakers:
Students who score above 40% on the English LAB; content area instruction in English mainstream; interview with Project Coordinator

Recruitment procedures:
The students are recruited through in-house interviews and through junior high articulation based on academic achievement.

Grade level(s) of the program:
9-12

Program size:

Grade level	*# of Classes*	*Class size*
9/10	1	30
11/12	1	30

Program will expand to allow more students per grade level.

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
- Curriculum guides
- Student publications
- Student newsletter
- Brochure

Program objectives:

- To promote bilingualism for English and Spanish speakers in an academic setting
- To develop an awareness and appreciation of multi-ethnic, multicultural, and multilingual aspects of the community
- To prepare students for college study of English and Spanish
- To enhance self-esteem
- To develop critical thinking skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
9-12 50%

Method of separating languages for instruction:
The language of instruction alternates on a weekly basis. The teachers alternate as well (i.e. there is a Spanish-speaking teacher and an English-speaking teacher).

Languages used for content area subjects and electives:
Subjects are taught in both languages and courses are offered to students in various grade levels: Contemporary Adolescent Concerns, Computer Communications, Decision Making, Word Processing (WordPerfect English and Spanish), Economics.

Instructional grouping:
Students are integrated for the courses that are two-way: Contemporary Adolescent Concerns, Computer Communications, Decision Making, Word Processing, and Economics.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 program coordinator
- 1 program director

Computer use:
Word Processing, Economics, and Computer Communications are all computer courses using a two-way instructional model.

Curriculum/materials development:
Program teachers have developed curricula for Contemporary Adolescent Concerns, Decision Making, and other two-way courses.

PROGRAM EVALUATION

Evaluator:
Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB, Course grades
English proficiency	LAB, Course grades
Academic achievement in Spanish	LAB, Course grades
Academic achievement in English	LAB, Course grades
Academic achievement in content areas	Course grades, Standardized examinations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits
•Project BESTWAY produces a Parents' Newsletter which is mailed to parents of students in the program

Community responses to the program:
•Positive article in *Noticias del Mundo*, a widely circulated Spanish language newspaper, highlighted two years at Brandeis High School
•Article by program director featured in the New York City Writing Project Newsletter.
•Parents feel the program is very good and important

School Board's view of the program:
•District superintendent is supportive of the program

Advice to start-up programs:
•Be aware that programs may need to change to fit changing circumstances
•Try to restructure the program to fit the students' needs—the traditional models may not be appropriate

Most important features of the program:
•Recognize, validate, and appreciate cultural diversity of participants as well as linguistic differences and how they enhance each student's academic achievement
•Good rapport with students and staff
•Open to change, commited to change, and willing to try new things

Community School District 1
New York, New York

Project EPIC (Early Partial Immersion for Children)

Schools:

PS #19
185 First Avenue
New York, NY 10009
212-533-5340

PS #188
442 East Houston Street
New York, NY 10009
212-677-2686

Contact persons:

Ray Rosenberg, Director of Bilingual Education
Community School District 1
Montgomery Street, Room 209
New York, NY 10002
212-349-9120

Peggy Duran
Community School District 1
Montgomery Street, Room 209
New York, NY 10002
212-349-9120, x219

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1985

Ethnic/racial breakdown of district:
72.9% Hispanic; 15.2% Black; 8.2% Asian; 3% Other

Criteria for selecting and accepting students:
Spanish speakers:
By parental option
English speakers:
By parental option for applicants at kindergarten and first grade; at the upper grade levels, students must have some knowledge of Spanish.

Other non-native English speakers in the program:
Chinese, Tagalog

Recruitment procedures:
- Presentations at the neighborhood's day care centers and parent involvement groups
- Pre-registration flyers
- Visitation to the program by interested parties

Grade level(s) of the program:
PS #19: K-3
PS #188: K-2

Program size:

Grade level	*# of classes*	*Class size*
PS #19:		
K	1	21
1	1	21
2	1	20
3	1	21
PS #188		
K	2	20 (average)
1	2	20 (average)
2	2	18 (average)

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Program brochures in English and Spanish

Program objectives:

•To promote multicultural understanding and appreciation of classmates from different linguistic and cultural backgrounds while at the same time bringing forth well-rounded, fluent bilingual students eager to continue their quest for educational excellence

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-3 50%

Method of separating languages for instruction:
A separate native speaker and classroom environment for each language

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Math, Science, Enrichment
K-1—English instruction:
Social Studies, Math, Gym, Enrichment
2-3—Spanish instruction:
Social Studies, Math, Enrichment
2-3—English instruction:
Math, Science, Gym, Enrichment

Language of initial reading instruction:
Spanish speaker:
Spanish
English speakers:
English

Instructional grouping:
Students work in heterogeneous cooperative learning groups and are integrated during content instruction.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
75%

Additional program staff:
•1 part time resource teacher
•1 full time bilingual aide per class
•1 project coordinator

Computer use:
Computer use in both languages

Curriculum/materials development:
In the process of investigating funding for writing integrated curriculum units and alternate assessment.

PROGRAM EVALUATION

Evaluator:
Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	LAB, DRP
Academic achievement in English	DRP
Mathematics	MAT, PEP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance, and language classes
- GED and ESL classes for parents
- Parent Leadership Institute

Community responses to the program:
- Parents of children in the program are very pleased. However, other teachers and parents are envious of resources and materials in the two-way classroom

School Board's view of the program:
- Supports the program

Advice to start-up programs:
- Visit existing programs

Most important features of the program:
- Concerned, enthusiastic teachers and involved parents
- Strong support by the Project Director and the Coordinator

Community School District 2
New York, New York

International Academy for Bilingual Education and Bicultural Studies

School:
PS #1 — Manhattan
8 Henry Street
New York, NY 10038
212-267-4133

Contact persons:
Mr. Rosendo Abreu
Funded Programs Director
330 West 18th Street
New York, NY 10011
212-337-8769

Marguerite Straus
Principal, PS #1
8 Henry Street
New York, NY 10038
212-267-4133

BACKGROUND INFORMATION

Languages used in the program:
Chinese/English

Year program began:
1990

Ethnic/racial breakdown of school:
70% Chinese; 30% Black

Criteria for selecting and accepting students:
School zone

Recruitment procedures:
- Advertisements in the newspaper
- School advertisement
- Posters
- PTA Meetings

Grade level(s) of the program:
Pre-K–K

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	1	18
K	1	22

Funding sources:
Title VII DBE Grant

Program objectives:

•Participating LEP students will show improvement in English language skills

•Students in the program will attain dual language proficiency

•Participating students will improve their ability to develop their thinking skills, solve problems, and do creative work

•Participating students will improve their knowledge of and attitudes toward their own culture and other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Chinese is used for instruction:
Pre-K 50%
K 30%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
Pre-K—Chinese instruction:
Language Arts, Music/Movement, Small Group Activities
Pre-K—English instruction:
Language Arts, Music/Movement, Small Group Activities
K—Chinese instruction:
Chinese Language Arts, Math, Art, Music/Movement
K—English instruction:
English Language Arts, Math, Art, Gym, Music/Movement

Language of initial reading instruction:
Chinese speakers:
English
English speakers:
English

Instructional grouping:
Students are grouped for instruction during activity times. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
75%

Additional program staff:
•1 full time resource teacher
•2 full time bilingual aides
•1 full time principal school neighborhood worker

Curriculum/materials development:
On-going informal curriculum development

PROGRAM EVALUATION

Evaluator:
Denise Cantalupe
Office of Research, Evaluation, and Assessment
110 Livingston Street
Brooklyn, NY 11201
718-935-3790

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Chinese proficiency	Informal oral assessment
English proficiency	LAB
Academic achievement in English	Pre-K checklist, K report card/grades
Self-esteem/competence	Checklist
Attitudes	Checklist

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes

Community responses to the program:
•Long waiting list
•Tremendous need for this service in the community

School Board's view of the program:
•Beneficial to the children and the community

Most important features of the program:
•Team work involving all program staff
•Parental involvement
•Regular and intensive staff development
•Administrative support

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #75

School:
PS #75
735 West End
New York, NY 10025
212-866-5400

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988-89

Ethnic/racial breakdown of school:
44% Hispanic; 36% Black; 18% White; 2% Asian

Criteria for selecting and accepting students:
Spanish speakers:
LAB test scores
English speakers
Home language survey

Recruitment procedures:
•Parental Choice
•LAB Test for LEP students

Grade level(s) of the program:
K-5

Program size:

Grade level	*# of classes*	*Class size*
K	1	28
1	1	28
2	1	29
3	1	30
4-5	1	33

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
•Print material
•Brochure

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

Languages used for content area subjects and electives:
K-5—all subjects are taught in English and in Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
In some classes, upper grade teachers conduct whole group instruction. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 2 full time bilingual aides
- 1 full time language development specialist
- 1 part time staff developer (shared with other programs)

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in English	New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•This school has a very active parent body

Community responses to the program:
•Program is extremely popular
•Cannot accommodate all the parents that apply

School Board's view of the program:
•They view this program as an "elite" bilingual program

Advice to start-up programs:
•Provide intensive staff development prior to starting
•Stress goals

Most important features of the program:
•The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
•There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #84

School:
PS #84
32 West 92nd Street
New York, NY 10025
212-678-2824

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1985

Ethnic/racial breakdown of school:
50% Hispanic; 40% Black; 10% White

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores
English speakers:
Home language survey

Recruitment procedures:
•Parental choice
•LAB Scores

Grade level(s) of the program:
K-6

Program size:

Grade level	*# of classes*	*Class size*
K	2	27 (average)
1/2	4	27 (average)
3/4	3	26 (average)
5/6	2	32 (average)

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Video
•Brochure and print material

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-6 50%

Method of separating languages for instruction:
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

Languages used for content area subjects and electives:
K-6—all subjects are taught in English and in Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by ability but mixed linguistically and are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 3 full time bilingual aides
- 1 full time language development specialist
- 1 part time staff developer (shared with other programs)

Computer use:
Computer use in the upper grades

Curriculum/materials development:
Teachers have developed curricula.

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes

Community responses to the program:
•Program is very popular
•Cannot accommodate all requests

School Board's view of the program:
•The School Board thinks the program is outstanding

Advice to start-up programs:
•Provide intensive staff development prior to starting
•Clear linguistic goals
•Support for teachers

Most important features of the program:
•The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
•There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #87

School:
PS #87
160 West 78th Street
New York, NY 10024
212-678-2826

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988-89

Ethnic/racial breakdown of school:
68% White; 20% Black; 12% Hispanic

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores
English speakers:
Home language survey

Recruitment procedures:
•Parental choice
•LAB Test for LEP students

Grade level(s) of the program:
K-4

Grade level increases planned:
1992-93: K-5

Program size:

Grade level	*# of classes*	*Class size*
K	1	28
1	1	28
2	1	29
3/4	1	25

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
•Print material

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

•To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas

•To develop greater understanding and appreciation of cultural and linguistic diversity

•To promote academic achievement commensurate with the child's ability and grade level

•To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 50%

Method of separating languages for instruction:
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

Languages used for content area subjects and electives:
K-4—all subjects are taught in English and in Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
All instruction is individualized. Groups are formed by ability level but are mixed linguistically, except for reading. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 full time bilingual aide
•1 part time staff developer (shared with other programs)

Curriculum/materials development:
Teachers have developed curricula and games to develop language skills.

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in English	New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•This school has a very active parent body

Community responses to the program:
•This is one of the most sought after programs in the district
•There are long waiting lists for kindergarten

School Board's view of the program:
•The School Board views this as one of the best programs in the city

Advice to start-up programs:
•Provide intensive staff development prior to starting
•Start staff development very early, long before program implementation.

Most important features of the program:
•The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
•There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #144

School:
PS #144
134 West 122nd Street
New York, NY 10027
212-6478-2908

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
90% Black; 10% Hispanic

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores
English speakers:
Home language survey

Recruitment procedures:
•Parent choice
•LAB scores

Grade level(s) of the program:
K-3

Grade level increases planned:
The program will increase to grade level 4.

Program size:

Grade level	*# of classes*	*Class size*
K-1	1	22
2-3	1	23

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
•Brochure

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-3 50%

Method of separating languages for instruction:
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

Languages used for content area subjects and electives:
K-3—All subjects are taught in English and Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
All instruction is individualized. Groups are formed by ability level but are mixed linguistically, except for reading. Students are integrated for content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

This program has not been evaluated as of yet.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- School visits, classroom assistance, and language classes
- The parent involvement component is just beginning to develop

Community responses to the program:
- Tremendous support

School Board's view of the program:
- Supportive; they view this program as an "elite" bilingual program

Advice to start-up programs:
- Provide intensive staff development prior to starting

Most important features of the program:
- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #165

School:
PS #165
234 West 109th Street
New York, NY 10025
212-678-2873

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988-89

Ethnic/racial breakdown of school:
98% Hispanic

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores
English speakers:
Home language surveys

Recruitment procedures:
•Parental choice
•LAB scores

Grade level(s) of the program:
K-4

Grade level increases planned:
The program will increase to grade level 5.

Program size:

Grade level	*# of classes*	*Class size*
K	1	22
1	2	22
2	1	24
3-4	1	28

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
•Brochure

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 50%

Method of separating languages for instruction:
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

Languages used for content area subjects and electives:
K-4—all subjects are taught in English and Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
All instruction is individualized. Groups are formed by ability level but are mixed linguistically, except for reading. Students are integrated for content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 2 full time resource teachers
- 1 paraprofessional for kindergarten and first grade

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB, SABE
English proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits and classroom assistance

Community responses to the program:
•Supportive—it is a popular program

School Board's view of the program:
•They view this program as an "elite" bilingual program

Advice to start-up programs:
•Provide intensive staff development prior to starting

Most important features of the program:
•The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
•There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #191

School:
PS #191
210 West 61st Street
New York, NY 10023
212-678-2810

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989-90

Ethnic/racial breakdown of school:
99% Black/Hispanic

Criteria for selecting and accepting students:
•LAB scores
•Parent choice

Recruitment procedures:
•Parent choice
•Language survey

Grade level(s) of the program:
K-3

Grade level increases planned:
The program will increase to grade level 5.

Program size:

Grade level	*# of classes*	*Class size*
K	1	22
1	1	22
2	1	27
3	1	28

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
•Brochure

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-3 50%

Method of separating languages for instruction:
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

Languages used for content area subjects and electives:
K-3—all subjects are taught in English and in Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated during content instruction and receive individualized instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
- 1 part time resource teacher
- 1 full time bilingual aide
- 1 part time staff developer

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB, SABE
English proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Language classes

Community responses to the program:
•Supportive—it is a popular program

School Board's view of the program:
•They view this program as an "elite" bilingual program

Advice to start-up programs:
•Provide intensive staff development prior to starting

Most important features of the program:
•The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
•There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Middle School

School:
Dual Language Middle School
32 West 92nd Street
New York, NY 10025
212-678-2977

Contact person:
Ruth Swinney
Director, Multicultural/Multilingual Office, District 3
300 West 96th Street
New York, NY 10025
212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
60% Hispanic; 40% others

Criteria for selecting and accepting students:
Spanish speakers:
LAB test scores.
English speakers:
Parent choice

Recruitment procedures:
This is an alternative school; students apply

Grade level(s) of the program:
6-8

Program size:

Grade level	*# of classes*	*Class size*
6	1	29
7	1	30
8	2	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Brochure

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6-8 35%

Method of separating languages for instruction:
By thematic units, subject, and trimester

Languages used for content area subjects and electives:
All students get two trimesters of Science, Social Studies, Literature, and Language Arts in English, and one trimester of these courses in Spanish.

Instructional grouping:
Students are grouped for instruction by theme and are integrated during content instruction.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
90%

Additional program staff:
- 1 part time guidance counselor

Computer use:
Computer use in both languages

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•School visits, classroom assistance, and language classes

Community responses to the program:
•Supportive

School Board's view of the program:
•They consider it an "elite" program

Advice to start-up programs:
•Provide intensive staff development prior to starting

Most important features of the program:
•The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
•There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 4
New York, New York

Two-Way Bilingual Education Program

Schools:
PS #7
160 East 120th Street
New York, NY 10035
212-860-5827

PS #112
535 East 119th Avenue
New York, NY 10035
212-860-5868

Contact person:
Dorothy Petrilak, Project Coordinator
Community School District 4
319 East 117th Street
New York, NY 10035
212-860-8924

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
Will begin in Fall 1992

Funding sources:
New York State Department of Education, Division of Bilingual Education (planning grant)

Ethnic/racial breakdown of schools:
70% Hispanic; 30% Black

Program objectives:

- Fluency and literacy in Spanish and English
- Cultural awareness
- Other goals are in the process of being defined

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

No information at this time.

PROGRAM EVALUATION

No information at this time.

COMMUNITY SUPPORT AND VIEWPOINT

No information at this time.

Community School District 5
New York, New York

Two-Way Bilingual Education Program Planning Grant

Schools:

Raphael Hernandez/Langston Hughes PS #30
144-176 128th Street
New York, NY 10035
212-690-5903

John H. Finley PS #129
425 West 130th Street
New York, NY 10027
212-690-5932

Don Pedro Albizu Campos PS #161
499 West 133rd Street
New York, NY 10027
212-690-5945

Countee Cullen PS #194
244 West 144th Street
New York, NY 10030
212-690-5954

Contact persons:

Victoria Manero, Director of Bilingual and Second Language Programs
Community School District 5
433 West 123rd Street, Room 132
New York, NY 10027
212-769-7504

Jacqueline Bussey, Principal
Raphael Hernandez/Langston Hughes PS #30
144-176 128th Street
New York, NY 10035
212-690-5903

Beverly Ford, Principal
John H. Finley PS #129
425 West 130th Street
New York, NY 10027
212-690-5932

Karen Melendez, Bilingual Coordinator
Don Pedro Albizu Campos PS #161
499 West 133rd Street
New York, NY 10027
212-690-5945

Russell Cunningham, Principal
Countee Cullen PS #194
244 West 144th Street
New York, NY 10030
212-690-5954

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
Will begin September 1992

Ethnic/racial breakdown of district:
76% Black; 23% Hispanic; <1% White; <1% Pacific Islander; <1% American Indian, Alaskan Native

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores
English speakers:
To be determined

Grade level(s) of the program:
To be determined.

Grade level increases planned:
To be determined.

Funding sources:
New York State Two-Way Funding; Tax Levy Funding

Recruitment procedures:
Criteria to be determined. A large population of limited English proficient students exists at two of the four projected target sites.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

No information at this time.

PROGRAM EVALUATION

No information at this time.

COMMUNITY SUPPORT AND VIEWPOINT

No information at this time.

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Community School District 6
New York, New York

Discovery School Two-Way Bilingual Program for the Gifted and Talented

School:
PS #98 Discovery School
512 West 212th Street
New York City, NY 10034
212-927-7870

Contact persons:
Mary Lopez, Coordinator
Discovery School
512 West 212th Street
New York City, NY 10034
212-927-7870

Ruth E. Acevedo, Resource Teacher
PS #98 Discovery School
512 West 212th Street
New York City, NY 10034
212-927-7870

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
95% Hispanic; 5% Other (Black, White, Asian)

Criteria for selecting and accepting students:
Spanish speakers
Application; screening; proficiency in Spanish is required
English speakers
Application; screening; no prior knowledge of the Spanish language is required

Other non-native English speakers in the program:
Chinese, Greek, Russian

Recruitment procedures:
Outreach Meetings throughout CSD 6

Grade level(s) of the program:
K-3

Grade level increases planned:
The program will expand to the 4th grade in 1992, if it receives state and federal funding.

Program size:

Grade level	*# of Classes*	*Class size*
K	2	25
1	2	28
2	2	28
3	2	29

Funding sources:
New York State Grant for Bilingual Eduction;
Title VII DBE Grant

Program materials available to others:
•Curriculum guides developed by program teachers
•A speaker to inform others about the program

Program objectives:

•To develop a supportive educational setting where children can heighten their giftedness through a multicultural, two-way bilingual, discovery approach

•To promote bilingualism

•To provide services for children within a three-year period to achieve bilingual proficiency

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	60%
1-3	50%

Method of separating languages for instruction:
By teachers who handle different subjects; two teachers for each grade, one English dominant and one Spanish dominant

Languages used for content area subjects and electives:
K-1—Spanish instruction:
Social Studies, Math, Science, Reading
K-1—English instruction:
Reading, Computers, Social Studies, Science, Math
2-3—Spanish instruction:
Math, Science, Reading, Social Studies
2-3—English instruction:
Social Studies, Reading, Computers, Math, Science

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by Spanish or English dominance. Classes intermix during trips, enrichment activities, and some instruction.

Percent of program teachers proficient in both languages:
62%

Percent of program staff proficient in both languages:
80%

Additional program staff:
•1 full time coordinator
•1 full time resource teacher
•1 full time bilingual aide
•2 full time (English) monolingual aides
•1 part time music teacher
•1 full time art teacher

Computer use:
Apple IIe software series for elementary school in English

Curriculum/materials development:
Teachers in the program have developed curricula in math, science, social studies, reading, music, and art.

PROGRAM EVALUATION

Evaluator:
Sylvia Sandridge, Coordinator for Gifted and Talented
District Office 6
665 West 182nd Street
New York, NY 10033
212-927-7777

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SABE, LAB
English proficiency	LAB
Academic achievement in Spanish	SABE, LAB
Academic achievement in English	LAB
Screening for learning and thinking abilities	Meeker Structure of Intellect

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, language classes, trips, and fund raisers
- ESL workshops for the parents

Community responses to the program:
- The community is very pleased with the program
- There is a waiting list that has a wait period of two years

School Board's view of the program:
- It is a successful program and the Board of Education has been supportive in developing the program in the school

Advice to start-up programs:
- Get as much research as possible on the program
- Visit other sites
- Staff the program according to your needs and provide an extensive training program for all personnel who service the program

Most important feature of the program:
- The wonderful children in the program, their commited parents who give 100% of their time and energy to the program, and the staff

Community School District 6
New York, New York

Dual Language Academy, IS #136

School:
IS #136 Harriet Beecher Stowe
6 Edgecombe Avenue
New York, NY 10030
212-491-7676

Contact persons:
Elizabeth Pruger
Principal
IS #136 Harriet Beecher Stowe
6 Edgecombe Avenue
New York, NY 10030
212-491-7676

Pilar N. Fernandez
Coordinator
IS #136 Harriet Beecher Stowe
6 Edgecombe Avenue
New York, NY 10030
212-491-7676

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
57.1% Hispanic; 42.9% Black

Criteria for selecting and accepting students:
Spanish speakers:
LAB scores; needs of limited English proficient and at-risk students.
English speakers:
Parents' requisition

Recruitment procedures:
In the spring, the Project Coordinator and the Guidance Counselor visit the elementary schools and meet with students and teachers as part of the articulation process. In addition, the team also meets with the Parent Association of the feeder schools.

Grade level(s) of the program:
6-7

Grade level increases planned:
1992-93: 6-8

Program size:

Grade level	*# of classes*	*Class size*
6	2	30
7	2	30

Funding sources:
Title VII DBE Grant; Tax Levy

Program materials available to others:
•Video
•Brochure in Spanish and English

Program objectives:

•To integrate the instructional activities of limited English proficient and English proficient students into a self-continuing dual language program

•To foster the interpersonal and affective development of limited English proficient and English proficient adolescents and their cross-cultural understanding through a counseling and mentoring program

•To organize and train the Academy staff and students' parents as mutually-complementary educational resources

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6-7 40%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
6—Spanish instruction:
Social Studies, Math, Spanish, Health Ed, Computer, Art, Music
6—English instruction:
Social Studies, Math, Science, Communication Arts, Gym, Health Ed., Computer, ESL, Music
7—Spanish instruction:
Social Studies, Math, Science, Spanish, Home & Career, Computer, Music
7—English instruction:
Social Studies, Math, Science, Community Arts, Gym, Home & Career, Computer, ESL, Music

Instructional grouping:
Students are grouped according to level for some subjects and following a cooperative learning model for others. Students are paired for informal Spanish as a second language learning. They are separated for Spanish as a subject area.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
90%

Additional program staff:
•7 part time resource teachers
•2 full time bilingual paraprofessionals
•1 full time bilingual guidance counselor
•1 full time coordinator

Computer use:
There is a computer lab where students use materials in both languages.

Curriculum/materials development:
The district has a well established curricula. Planning time for curriculum development is set for a minimum of twice a month.

PROGRAM EVALUATION

Evaluator:
Dr. Alan Simon
Education Computer Resource
170 Broadway, Suite 201
New York, NY 10038
212-312-6311

257

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SABE
English proficiency	LAB
Academic achievement in Spanish	LAB
Academic achievement in English	DRP
Self-esteem/competence	Mentor/Teacher Evaluation
Other items	Unit tests and portfolios

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils
- Parenting workshops are provided and scheduled during the year
- After school ESL classes will begin shortly

Community responses to the program:
- Excellent. The Harlem School of the Arts offer scholarships to our students for their After School Program SHIPP. Thirty-nine students from the program were accepted
- The National Conference of Christians and Jews, Inc. video-taped our program during a language awareness class
- Classes visited the offices of *Noticias del Mundo* and their pictures appeared in the paper on several different dates
- A law firm has adopted a class through the Adopt A Class Program and the students are investigating different countries and will hold a mock United Nations assembly in class and will visit the United Nations

School Board's view of the program:
- Excellent
- The president of the Board presented the Program at the last School Board meeting

Advice to start-up programs:
- To give special importance to the target language

Most important features of the program:
- The program enhances cognitive and affective growth in that students' social growth is emphasized, i.e., cross-cultural grouping, mentoring, and guidance programs such as Adopt-A-Class
- Instruction is taking an upturn utilizing a cooperative learning model
- Unit test results in major subjects indicate positive growth

Community School District 27
Queens, New York

Project Amigos-Unidos (United Friends)

Schools:

PS #60
91-02 88th Avenue
Woodhaven, NY 11421
718-441-5046

IS #53
1045 Nameoke Street
Far Rockaway, NY 11691
718-471-6900

Contact persons:

Judy Schroback, Principal
PS #60
91-02 88th Avenue
Woodhaven, NY 11421
718-441-5046

Vito Martino, Principal
IS #53
1045 Nameoke Street
Far Rockaway, NY 11691
718-471-6900

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
January 1992 (planning)
1992-93 (instruction)

Ethnic/racial breakdown of district:
20.5% Hispanic; 42.2% Black; 32.8% White

Criteria for selecting and accepting students:
Spanish speakers:
Students who score below 40% on the LAB exam
English speakers:
Parent request

Grade level(s) of the program:
PS #60: K
IS #53: 6

Grade level increases planned:
The program will expand one grade level per year until PS #60 is K-3 and IS #53 is 6-8.

Funding sources:
New York State Two-Way Planning Grant

Program objectives:

- To have native Spanish-speaking students and native English-speaking students become bilingual and achieve academic excellence in both languages

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

No information at this time.

PROGRAM EVALUATION

No information at this time.

COMMUNITY SUPPORT AND VIEWPOINT

Community responses to the program:
- The community is very receptive of the program
- They feel the program will break down barriers and languages will be seen as an asset for all children

School Board's view of the program:
- The School Board is very supportive of the program

Community School District 30
Queens, New York

Two-Way Bilingual Program

Schools:
PS #11, Queens
54-25 Skillman Avenue
Woodside, NY 11377
718-779-2090

PS #149
93-11 34th Avenue
Jackson Heights, NY 11372
718-898-3630

Contact person:
Maria Ciccone, Resource Teacher/Coordinator
PS #11, Queens
54-25 Skillman Avenue
Woodside, NY 11377
718-779-2090

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988-89

Ethnic/racial breakdown of school:
50% Hispanic; 10% Black; 20% White;
20% Asian

Criteria for selecting and accepting students:
Spanish speakers:
A score of less than 40% on the English LAB and parental option in kindergarten
English speakers:
A score of more than 40% on the English LAB and parental option in kindergarten

Other non-native English speakers in the program:
Chinese, Korean, Greek

Grade level(s) of the program:
K-2

Program size:

Grade level	*# of classes*	*Class size*
K	2	25
1	2	25
2	2	25

Funding sources:
New York State Education Department Two-Way Grant funds the program at the kindergarten level. First and second grades are funded through a city tax levy.

Recruitment procedures:
- LEP students are screened to determine level of proficiency in English
- EP students—parental permission

Program objectives:

•To integrate limited English proficient and English proficient pupils

•To have both groups of students learn each other's language and culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
LEP students receive one period of ESL in the beginning and then gradually increase English instruction. EP students receive one period of SSL and then gradually increase Spanish instruction.

Method of separating languages for instruction:
By teacher and by alternate days. Teachers interchange for intensive language instruction.

Languages used for content area subjects and electives:
K—Spanish and English are both used for instruction. EP students receive 30 minutes of intensive Spanish instruction daily.
1-2—Spanish and English are used for instruction for Science, Social Studies, Math, Gym, and Music

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction by their primary language and are integrated for content area instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
10%

Additional program staff:
•1 full time resource teacher
•1 full time bilingual aide
•1 full time English monolingual aide

Computer use:
Writing to Read and Vale by IBM

PROGRAM EVALUATION

Evaluator:
Mary Mirabito Associates
Suite 200
145 Avenue of the Americas
New York, NY 10013
212-627-3988

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Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
English proficiency	DRP
Academic achievement in Spanish	LAB
Academic achievement in English	DRP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Classroom assistance and language classes
•Workshops for parents

Community responses to the program:
•Favorable

School Board's view of the program:
•Favorable

Advice to start-up programs:
•Begin small.
•Plan ahead and apply for a planning grant first

Most important feature of the program:
•Support of the administration and the parents

Newburgh Enlarged City School District
Newburgh, New York

Planning Grant for Two-Way Bilingual Education Program

Contact person:
Carole Mineo
Director of Foreign Language and Bilingual Education
NFA 201 Fullerton Avenue
Newburgh, NY 12550
914-563-7565

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Funding sources:
New York State Two-Way Planning Grant

Year program began:
1991-92 (planning year)

Ethnic/racial breakdown of district:
20% Hispanic; 25% Black; 53% White; 2% Other

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

No information at this time.

PROGRAM EVALUATION

Evaluator:
Dr. Gregory Holtz
86 Grandview Avenue
Rye, NY 10580
914-422-4196

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parents are involved in site visitations, program development, and site selection

Port Chester Union Free District #4
Port Chester, New York

Thomas A. Edison Two-Way Bilingual Program

School:
Thomas A. Edison
Rectory Street
Port Chester, NY 10573
914-939-7300 x233

Contact persons:
Dolly O'Neill-Mejia, Coordinator
1026 The Colony
Hartsdale, NY 10530
914-949-9108

Dr. Charles Coletti, Port Chester Schools
Bowman Avenue
Port Chester, NY 10573
914-939-7300 x243

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1984

Ethnic/racial breakdown of school:
74% Hispanic; 14% Black; 12% White/Asian

Criteria for selecting and accepting students:
Spanish speakers
Home language survey, BINL L1 and L2 test, standardized reading test in L2
English speakers
Home language, L1 dominance

Other non-native English speakers in the program:
Polish, Portuguese

Recruitment procedures:
Assessment tests determine students who have limited English proficiency. These students enter the classroom with a bilingual teacher. English dominant students enter classroom with monolingual teacher.

Grade level(s) of the program:
K-1

Grade level increases planned:
1992-93: K-2 (After that program will request refunding)

Program size:

Grade level	*#of Classes*	*Class size*
K	2	20 (average)
1	2	20 (average)

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Program materials available to others:
•Different articles in publications
•Reports by assistant superintendents
•Verbal reports

Program objectives:

•Students will receive the full complement of L1 language arts, reading (readiness) skills including whole language and literature, selected content area instruction

•Students will receive second language instruction in either Spanish or English

•Students will participate in programs which promote cultural cohesion between both groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K	50%
1	40%

EP students:

K-1	20-25%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
K (LEP)—Spanish instruction:
Social Studies, Math, Science, Music, Language Arts, Reading
K (LEP)—English instruction:
Social Studies, Math, Science, Music, Gym, Language Arts, ESL, Reading
K (EP)—Spanish instruction:
Social Studies, Music, SSL, Language Arts
K (EP)—English instruction:
Math, Social Studies, Science, Music, Reading, Language Arts, Gym
1 (LEP)—Spanish instruction:
Social Studies, Math, Science, Music, Language Arts, Reading
1 (LEP)—English instruction:
Social Studies, Math, Science, Music, Gym, Language Arts, ESL, Reading
1 (EP)—Spanish instruction:
Social Studies, Music, SSL, Language Arts
1 (EP)—English instruction:
Math, Social Studies, Science, Music, Reading, Language Arts, Gym

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
The program consists of two different classes—one of LEP students and one of EP students. Content area instruction is conducted in separate classes.
Kindergarten: Class instruction is done in small groups based on individual needs. Students meet together once a week for music, using songs in both languages.
First grade: Students are grouped for instruction according to content area, language abilities, and individual needs. Students are integrated twice a month for certain activities.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:
•1 part time resource teacher
•1 full time English monolingual aide
•1 part time program coordinator
•1 part time bilingual psychologist
•1 part time music teacher
•1 full time gym teacher

Computer use:
Computer use in English at present; investigating computer activities in Spanish.

Curriculum/materials development:
Curriculum developed in music and literature with a thematic approach. Literature is taken from Big Books and *Suni Paz* songs in Spanish used for native language development and SSL lessons.

PROGRAM EVALUATION

Evaluator:
Dr. Richard E. Baecher
Fordham University at Lincoln Center
R1025
New York, NY 10023
212-636-6426

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	BINL, SABE, Santillana Series (K)
English proficiency	BINL, MRT K, SAT 1 Reading and Math
Academic achievement in Spanish	BINL, SABE, Santillana Series (K)
Academic achievement in English	BINL, MRT K, SAT 1 Reading and Math

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, classroom assistance and language classes
- Parents invited into classrooms to observe demonstration lessons
- Parents participate in BOCES Education Center/Bilingual Education Technical Assistance Center workshops
- Parents attend after-school ESL course
- Parents help in planning BETAC sponsored County Conference
- Parent/child/faculty Bilingual Banquet and other social events

Community responses to the program:
- Since this is the eighth year that our school has had a two-way program, the program is widely known, acknowledged as successful, and, in general, is seen as beneficial to both types of students
- Parents request children to participate

School Board's view of the program:
- After a period of "waiting to see results," the program is now considered educationally sound, beneficial to school success, and is seen as meeting the needs of LEP students and enriching EP students with a second language

Advice to start-up programs:
- Give sufficient time to educate teachers, community, and the School Board about the concept

Most important feature of the program:
- The students are finding themselves successful in school and they have developed a sense of "comradery" with another group of students

Rochester City School District
Rochester, New York

Hola Two-Way Dual Language Program

School:
PS #12, J.P.B. Duffy School
999 South Avenue
Rochester, NY 14620
716-461-3280

Contact persons:
Diana V. Hernandez, Bilingual Supervisor (K-12)
131 West Broad Street
Rochester, NY 14614
716-262-8699

Edgar Miranda
131 West Broad Street
Rochester, NY 14614
716-262-8704

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988

Ethnic/racial breakdown of school:
19.36% Hispanic; 45.85% Black; 33.19% White; 1.59% Other

Criteria for selecting and accepting students:
Spanish speakers:
The Placement and Language Assessment Center assesses students in Spanish and determines their level of Spanish dominance.
English speakers:
Pre-kindergarten screening is done at the building level by a speech and language pathologist.

Recruitment procedures:
School newsletters, parent orientations, parent word-of-mouth, and the district magnet school bulletin—it is a city-wide magnet program. Special emphasis is placed on recruiting students during the school's registration effort—if any additional EP slots are available, they are advertised during the open enrollment period, which allows for a district-wide draw.

Grade level(s) of the program:
K-5

Grade level increases planned:
The program has expanded to capacity. The building houses kindergarten through grade 5.

Program size:

Grade level	*# of Classes*	*Class size*
K	1	30
1	2	30
2	2	30
3	3	30
4	2	30
5	1	30

Funding sources:
Local; New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Program materials available to others:
•Newsletters, advertisements, literature

Program objectives:

•To promote Spanish/English functional bilingualism for all program participants

•To provide an academic enrichment program for all participants

•To foster the creation of a multicultural and multiethnic school community

•To promote equal access to quality academic programs for both language groups

•To promote academic excellence with a bilingual program which focuses not only on language and language use, but on academics and multicultural literacy

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
Languages are separated by subjects for instruction. Each subject is taught in both English and Spanish, not concurrently, but on two day cycles, giving students an immersion experience and a chance to develop conceptually in their native tongue.

Languages used for content area subjects and electives:
1—Spanish instruction:
Math, Science, Social Studies, SSL (45 minutes)
1—English instruction:
Math, Science, Social Studies, Art, P.E., Music, ESOL (45 minutes)
2-5—Spanish instruction:
Math, Science, Social Studies, Art, P.E., Music, Spanish Language Arts
2-5—English instruction:
Math, Science, Social Studies, Art, P.E., Music, English Language Arts

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped for instruction and integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•1 part time and 2 full time bilingual aides
•2 full time ESOL instructors

Computer use:
IBM (VALE) in Spanish; Apple LAB MECC in English

Curriculum/materials development:
Participating two-way program classroom teachers and ESOL teachers have developed three thematic units in the area of Science: 1) Plants; 2) Matter and Energy; and 3) Living Things.

PROGRAM EVALUATION

Evaluator:
Marion Arlauckas
Student Testing and Data
131 West Broad Street
Rochester, NY 14614
716-262-8480

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	BINL, LAS, SABE
English proficiency	LAS, DRP
Academic achievement in Spanish	SABE, LAS
Academic achievement in English	DRP, LAS
Kindergarten and first grade	Portfolios
Content English and Content Spanish	Local exam

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils, school visits, and classroom assistance
- Parents are involved in the instructional program to reinforce children's native language development and to communicate high expectations about academic achievement
- Parents are provided with comprehensive workshops in the areas of reading and math
- The project "Family Math" involves providing math classes to parents and children together

Community responses to the program:
- Community responses to the program have been extremely positive
- Most significant has been the long waiting list for our program through open enrollment and the increasing high regard toward bilinguals, as well as bilingualism

School Board's view of the program:
- The School Board views the program as exemplary and believes the advantage of integrating EP and LEP students gives them the opportunity to acquire a second language from native speakers of their own age

Advice to start-up programs:
- Students recruited should be performing at a high level of language proficiency in their native language, as this will facilitate second language acquisition
- English as a Second Language should be an integral part of the program

Most important features of the program:
- Home-school collaboration
- Teacher innovations of teaming and developing curriculum congruency that will develop students' critical thinking skills and linguistic development
- Teachers are competent bilinguals

Syracuse City School District
Syracuse, New York

Two-Way Bilingual Program

Schools:
Seymour Elementary School
108 Shonnard Street
Syracuse, NY 13204
315-435-4645

Delaware Academy
900 South Geddes Street
Syracuse, NY 13204
315-435-4540

Contact person:
Joseph Celentano, Project Director
Syracuse City School District
725 Harrison Street
Syracuse, NY 13210
315-435-4927

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
19.7% Hispanic; 30.8% Black; 43.8% White; <1% Asian/Pacific Islander; 3.1% American Indian; 2.5% Other

Criteria for selecting and accepting students:
No specific criteria other than parent and student choice

Recruitment procedures:
All students entering kindergarten are invited to participate.

Grade level(s) of the program:
K

Grade level increases planned:
1992-93: K-1
1993-94: K-2

Program size:

Grade level	*# of Classes*	*Class size*
Seymour:		
K	2	25
Delaware:		
K	2	25

Funding sources:
New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:
- Brochures
- Interviews with project director, principals, and staff

Program objectives:

•To promote bilingualism for LEP and EP students

•To provide educational equity and excellence to program students

•To teach the state/local required curricula in English and a language other than English to students

•To ensure that the program students are tested in a fair and unbiased manner

•To increase and enhance understanding in multicultural and multilingual schools and communities

•To increase the participation of parents in school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	30%
1	40%
2	50%

Method of separating languages for instruction:
By teacher and subject

Languages used for content area subjects and electives:
Spanish:
LEP—Math, Science, Social Studies
EP—SSL, Math, Science, Social Studies
English:
LEP—ESL, Math, Science, Social Studies
EP—Math, Science, Social Studies

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped according to native language and developmental levels in the first year of the project.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
80%

Additional program staff:
•2 monolingual teachers
•2 bilingual teachers
•2 full time bilingual teaching assistants
•2 part time parent aides
•1 full time building project facilitator
•1 ESL teacher

PROGRAM EVALUATION

Evaluator:
Paul Casavant, Director of Research and Evaluation
Syracuse City School District
725 Harrison Street
Syracuse, NY 13210
315-435-4281

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
ESL Oral language skills (LEP)	LAB
Spanish Oral language skills (LEP)	LAB
Spanish Oral language skills (EP)	LAB
ESL Reading skills (LEP)	DRP
Spanish Reading skills (LEP)	DRP
Spanish math (LEP)	SABE
Spanish Reading skills (EP)	LAB
Spanish math skills (EP)	SABE

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent workshops
•Parent volunteers

Community responses to the program:
•The community has expressed very positive support

School Board's view of the program:
•Very positive and supportive

Advice to start-up programs:
•Do a planning grant, if available

Most important feature of the program:
•Excellent staff and community support
•Strong central office and Board support

Salem-Keizer Public School District 24J
Salem, Oregon

Project LEAD: Language Environment for Academic Development

Schools:

Richmond Elementary School
466 Richmond Ave., SE
Salem, OR 97301
503-399-3180

Highland Elementary School
530 Highland Ave., NE
Salem, OR 97303
503-399-3155

Bush Elementary School
755 University, SE
Salem, OR 97301
503-399-3134

Contact persons:

Sally Edmiston, Bilingual Program Coordinator
2575 Commercial Street, SE
Salem, OR 97302
503-399-3258

Lin Crimshaw, Resource Teacher
2575 Commercial Street, SE
Salem, OR 97302
503-399-3363

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:
Richmond: 30% Hispanic; 2% Black; 66% White; 2% American Indian
Highland: 43% Hispanic; 1% Black; 54% White; 2% American Indian
Bush: 5% Hispanic; 1% Black; 92% White; 1% Asian; 1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
Any LEP Spanish-speaking child who attends our project schools may enroll in DBE classrooms.
English speakers:
Any English-speaking child who is interested in becoming bilingual and biliterate and whose parent(s) wants the child in the program may enroll.

Recruitment procedures:
- Informational meetings for Local School Advisory Committees and parents
- District recruitment process for LEP students

Grade level(s) of the program:
K-2

Grade level increases planned:
1992-93: K-3

Program size:

Grade level	*# of classes*	*Class size*
Richmond:		
K-2	3	25 (average)
Highland:		
K-2	5	26 (average)
Bush:		
K-2	4	26 (average)

Funding sources:
Title VII DBE Grant

Program materials available to others:
- Brochure

Program Objectives:

- To facilitate dual language and literacy development in Spanish and English for children in grades K-6 at three district schools
- To teach subject matter and concepts in the first and second languages
- To provide accredited training relevant to dual-language instruction for project staff
- To work with parents to develop and maintain oral and written first language and to support parents as partners in their childrens' development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 50%

Method of separating languages for instruction:
Alternate day approach

Languages used for content area subjects and electives:
K-2—Spanish instruction:
Language Arts/Reading, Math, Science, Social Studies, Art, Music
K-2—English instruction:
Language Arts/Reading, Math, Science, Social Studies, Art, Music

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
Spanish and English

Instructional grouping:
Students are integrated for content instruction and are grouped heterogeneously.

Percent of program teachers proficient in both languages:
72%

Percent of program staff proficient in both languages:
83%

Additional program staff:
- 1 full time resource teacher
- 16 full time bilingual aides
- 1 part time home-school liaison

Computer use:
Some computer awareness activities are introduced through library media time.
Most computer activities are in English.
Richmond School has some Spanish software.

Curriculum/materials development:
The bilingual program staff members have developed thematic, integrated units based on the theme "clusters" used in the district's adopted basal reader.

PROGRAM EVALUATION

Evaluator:
Gary Hargett
9795 SW Taylor
Portland, OR 97225
503-292-4763

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS, LAS
English proficiency	Pre-LAS, LAS
Academic achievement in Spanish	SABE
Academic achievement in English	ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent Councils
- Parent training activities are offered in subjects such as Family Math and Sciences, Helping Your Child at Home, and Using the Public Library both on site and for all parents whose children attend bilingual program schools

Community responses to the program:
- Language minority parents as represented on our Bilingual Programs Parent Advisory Committee are very supportive because students will be more likely to retain their home language and culture while becoming English proficient
- Language majority parents attending information meetings appreciate the fact that their children can acquire a second language while still in elementary school

School Board's view of the program:
- The School Board has adopted policies that are supportive of bilingual education and funds all the classroom teachers and instructional assistants involved in the program

Advice to start-up programs:
- Support from language majority and language minority parents is of primary importance
- Good communication with staff and administrators at program schools
- Quality training and preparation available to all staff members

Most important feature of the program:
- The communication with and training offered to the program teaching staff

School District of Philadelphia
Philadelphia, Pennsylvania

Potter Thomas Bilingual Maintenance Program

School:
Potter Thomas Bilingual Elementary School
6th Street and Indiana Avenue
Philadelphia, PA 19133
215-227-4423

Contact persons:
Mrs. Francisca Hernandez
Bilingual School-wide Supervisor
Language Minority Office
21st and Parkway
Philadelphia, PA 19121
215-299-7791

Myriam Wilches
Potter Thomas Bilingual Elementary School
6th Street and Indiana Avenue
Philadelphia, PA 19133
215-227-4423

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1968

Ethnic/racial breakdown of school:
86% Hispanic; 13.2% Black; <1% White

Criteria for selecting and accepting students:
Spanish speakers:
Preference is given to Spanish-speaking students who live in the neighborhood and to Spanish-speaking students from all districts of Philadelphia with special permission (EH-36) from the School District of Philadelphia.
English speakers:
All pupils who normally attend Potter Thomas are required to take Spanish.

Recruitment procedures:
Because of the uniqueness of our program (bilingual maintenance in both languages), we do not need to recruit students. Our school is overcrowded as it is and has a long waiting list for students of all grades from different districts.

Grade level(s) of the program:
Pre-K–5

Program size:

Grade level	*# of Classes*	*Class size*
Pre-K	2	22
K	6	20
1	6	30
2	6	30
3	5	30
4	5	33
5	4	33
Special Education non-graded	3	15

Funding sources:
Chapter 1-Federal Funds; Title VII; Regular School Operating Budget

Program materials available to others:
- Video: *Training of Bilingual Teachers-Special Techniques for the Teaching of a Second Language for ESOL Teachers as Well as SSL Teachers*
- Guidelines for LEP programs in maintenance bilingual programs

Program objectives:

•To teach children to understand and speak English and Spanish, then to read and write it

•To help children develop and maintain pride in their ethnic origins through the history of Puerto Rico and recognition of Puerto Rican customs and culture, and the history and culture of Afro-American students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K–5: This is determined by policy by language proficiency level not by grade level, with the exception of Pre-K and K.

Method of separating languages for instruction:
By teacher, by subject, and by component (Spanish/English dominance)

Languages used for content area subjects and electives:
English Language Arts—All Anglo and English dominant Latino students
Spanish Language Arts—All Spanish dominant and Latino students who are no longer considered LEP
Spanish as a Second Language—All Anglo and English dominant Latino students
All other content is taught in the dominant language of the students.
All LEP students receive ESOL as part of the bilingual program. Extra ESOL support is provided by ESOL teachers on a pull out basis.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped according to their language ability. Students are integrated for content instruction occasionally by teams of teachers.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
80%

Additional program staff:
•8 full time resource teachers
•12 full time bilingual classroom assistants
•1 full time English monolingual classroom assistant
•7 part time bilingual reading assistants
•1 full time bilingual community coordinator
•2 full time bilingual counselors
•1 full time English monolingual community coordinator

Computer use:
Program uses computers for improvement of language and math skills in Spanish and English

Curriculum/materials development:
Initially, the curriculum was developed for the program by a Curriculum Committee. The curriculum materials were developed for Spanish as a second language, social studies, culture, etc. Teachers contributed activities they developed for their classes. The school also uses commercially developed materials.

PROGRAM EVALUATION

Evaluator:
School Wide Project, Federal Programs
School District of Philadelphia
21st and Parkway
Philadelphia, PA 19121
215-227-4400

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	CWT
Self-esteem/competence	Checklists
Attitudes	Checklists

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, and classroom assistance
•Parents serve as volunteers in the classrooms
•Parents participate in workshops related to curriculum and cultural areas

Community responses to the program:
•Excellent

School Board's view of the program:
•The Board of Education has been very supportive of the school and its philosophy of bilingual education. The School District has continued to fund most of the projects originally funded by Title VII. At the present time, the only sources of funding are local school district's operating budget and Chapter I, School Wide Projects

Advice to start-up programs:
•Must stress the importance of learning in two languages and secure parental understanding and meaningful involvement

Most important feature of the program:
•The program includes both Anglo and Latino students and is not a remedial program

Houston Independent School District
Houston, Texas

Dual Language-Project Adapt

School:
Cecile Foerster Elementary School
14200 Fonmeadow
Houston, TX 77035
713-723-9623

Contact person:
Yolande R. Eugere, Principal
Cecile Foerster Elementary School
14200 Fonmeadow
Houston, TX 77035
713-723-9623

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
19% Hispanic; 73% Black; 5% White; 3% Asian; 1% American Indian

Criteria for selecting and accepting students:
Spanish speakers:
These students are identified as limited English proficient through language surveys and language assessment instruments.
English speakers:
These students are admitted upon request of the parents, based on program capacity.

Other non-native English speakers in the program:
Vietnamese, Arabic, Filipino

Grade level(s) of the program:
Pre-K–K

Grade level increases planned:
1992: Pre-K–1
1993: Pre-K–2
1994: Pre-K–3
1995: Pre-K–4
1996: Pre-K–5

Program size:

Grade level	*# of classes*	*Class size*
Pre-K	2	25
K	2	25

Funding sources:
Houston Independent School District Multilingual Department

Recruitment procedures:
Spanish speakers are identified through home language surveys and English speakers are recruited through parent newsletters and parent/teacher meetings.

Program objectives:

•To provide instruction in both English and Spanish to integrated groups of native English speakers and Spanish speakers

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K 33%
K 35%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
K—Spanish instruction:
Language Arts, Math, Social Studies, Science
K—English instruction:
Language Arts, Math, Social Studies, Science

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped by language dominance and participate together during centers. Both language groups work cooperatively at all times.

Percent of program teachers proficient in both languages:
75%

Percent of program staff proficient in both languages:
3.9%

Additional program staff:
•1 bilingual aide

PROGRAM EVALUATION

Evaluators:
Sylvia Martinez, Consultant and Monica Sandoval, HISD Superintendent for Multilingual Programs
3830 Richmond Avenue
Houston, TX 77027
713-892-6502

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Pre-LAS, LAS
English proficiency	Pre-LAS, LAS
Academic achievement in Spanish	Checklists, Committee Review, SABE, Teacher observation
Academic achievement in English	Checklists, MAT-6, Teacher observation and evaluation
Self-esteem/competence	Character Education Curriculum

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils, school visits, classroom assistance, and language classes
•One parent serves on a parent-teacher-principal committee
•Parents are involved in the classrooms by assisting the teachers
•Evening ESL classes are offered for adults on our campus

Community responses to the program:
•Very positive
•Because of an overwhelming response from parents who want their children to learn Spanish, we have had to put students who wish to enter the dual language program on a waiting list

School Board's view of the program:
•The School Board has given its approval as necessary to provide funding for teacher training and materials

Advice to start-up programs:
•It can be done! It requires someone with a vision who can mobilize central administration, teachers, parents, and students
•It is definitely a collaborative effort on the part of all of these groups

Alexandria City Public Schools
Alexandria, Virginia

Two-Way Spanish/English Immersion Program

School:
John Adams Elementary School
5651 Rayburn Avenue
Alexandria, VA 22311
703-824-6970

Contact person:
Sally Evans, Teacher Specialist for Foreign Languages
Howard Administrative Building, Curriculum Office
3801 W. Braddock Road
Alexandria, VA 22302
703-824-6680

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991-92

Ethnic/racial breakdown of school:
17.5% Hispanic; 37.7% Black; 34.8% White; 9.5% Asian/Pacific Islander; <1% American Indian/Alaskan Native

Criteria for selecting and accepting students:
The aim is to have Spanish dominant speakers account for fifty percent of the students in the program; questionnaire to determine school and residence history; no evidence of severe learning problems; family stability in neighborhood

Other non-native English speakers in the program:
French, Farsi

Grade level(s) of the program:
1

Grade level increases planned:
1992-93: 1-2
1993-94: 1-3
1994-95: 1-4
1995-96: 1-5
1996-97: 1-6

Program size:

Grade level	*# of Classes*	*Class size*
1	1	22

Funding sources:
Funded by the School Board

Recruitment procedures:
- PTA presentations
- Program description and application mailed to all first grade parents
- Screening by kindergarten teachers, immersion teachers, guidance counselor, and Foreign Language Coordinator
- Follow-up interviews, when necessary

Program objectives:

•To develop a high level of proficiency in listening, reading, speaking, and writing Spanish through concepts and skills related to the content areas of the integrated curriculum based on experiential learning and using a discovery approach which encourages collaborative learning

•To acquire an understanding and appreciation for other cultures

•To enhance students' minds and broaden their horizons

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
1 50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:
1—Spanish instruction:
Social Studies, Science, Human Growth and Development, Career Education
1—English instruction:
Math, Language Arts, P.E., Art, Music

Language of initial reading instruction:
Spanish speakers:
English
English speakers:
English

Instructional grouping:
Students are grouped only for reading and math, but it is very informal and flexible. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Additional program staff:
•4 resource teachers
•1 monolingual aide

Computer use:
The program plans to use computer programs in both languages whenever appropriate and feasible.

Curriculum/materials development:
The resource teacher developed target language curricula for social studies, science, family life, career education, and Spanish language instruction.

PROGRAM EVALUATION

The program will be undergoing evaluation.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Councils and school visits

Community responses to the program:
•The community has high interest in the program, but a low level of commitment

School Board's view of the program:
•The School Board is supportive

Arlington Public Schools
Arlington, Virginia

Key Elementary School Partial Immersion

School:
Key Elementary School
2300 Key Blvd.
Arlington, VA 22201
703-358-4210

Contact persons:
Katharine Panfil, Principal
Key Elementary School
2300 Key Blvd.
Arlington, VA 22201
703-358-4210

Marcela von Vacano, Immersion Specialist
Key Elementary School
2300 Key Blvd.
Arlington, VA 22201
703-358-4210

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of school:
55% Hispanic; 9% Black; 30% White; 5% Other

Criteria for selecting and accepting students:
Spanish speakers:
50% of class
English speakers:
50% of class

Other non-native English speakers in the program:
Chinese, Arabic, Portuguese, Italian

Recruitment procedures:
- Open houses, brochures, newspapers
- Arlington County's Program of Studies lists the program as an instructional option

Grade level(s) of the program:
K-5

Grade level increases planned:
The program has its continuation, a modified program, at Williamsburg Middle School, 3600 North Harrison Street, Arlington, VA 22207, 703-358-5450
1991-92: 6
1992-93: 7
1993-94: 8

Program size:

Grade level	*# of classes*	*Class size*
K a.m.	1	23
K p.m.	1	23
1	2	24
2	1.5	30
3	1	25
4	1	23
5	1	23

Funding sources:
Local funds (public school), Title VII DBE Grant

Program materials available to others:
- Key's program has been included in several television videos
- Brochures
- Curriculum guide

Program objectives:

•Achievement of grade level instructional objectives

•Develop a high level of proficiency in understanding, speaking, reading, and writing a foreign language through concepts and skills related to the content areas of the integrated curriculum based on experiential learning and using a discovery approach which encourages collaborative learning

•Bilingual proficiency in Spanish and English for both Spanish and English native speakers

•Acquire an understanding and appreciation for other cultures

•Enhance students' minds to broaden their horizons

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
In some classes, the a.m. teacher speaks Spanish and the p.m. teacher speaks English. In other classes, there is one teacher who switches languages after lunch for selected subjects.

Languages used for content area subjects and electives:
1-2—Spanish instruction:
Language Arts, Social Studies, Science, Health
1-2—English instruction:
Language Arts, Math, P.E., Art, Music
3—Spanish instruction:
Language Arts, Social Studies, Science, Health
3—English instruction:
Language Arts, Math, P.E., Art, Music
4—Spanish instruction:
Language Arts, Math, Science, Health
4—English instruction:
Language Arts, P.E., Art, Music, Social Studies
5—Spanish instruction:
Language Arts, Math, Science, Health
5—English instruction
Language Arts, Social Studies, P.E., Art, Music

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
Spanish and English

Instructional grouping:
It varies from class to class: some reading groups are heterogeneous; some are achievement groups; students are integrated during content instruction.

Percent of program teachers proficient in both languages:
89%

Additional program staff:
•1 full time bilingual aide
•1 full time program coordinator

Computer use:
Computers are used in both languages.

Curriculum/materials development:
Teachers have developed integrated thematic units for most grade levels.

256

PROGRAM EVALUATION

Evaluator:
Nancy Rhodes
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
202-429-9292

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Boehm, LAS, SOPR, COPE
English proficiency	Boehm, COGAT, ITBS
Academic achievement in Spanish	Boehm, LAS, COPE, Writing Portfolios
Academic achievement in English	COGAT, ITBS
Parental attitudes	Questionnaire
Staff	Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent Advisory Committee, school visits, and classroom assistance

Community responses to the program:
•They love it. The program has a waiting list

School Board's view of the program:
•They have endorsed starting another program in the county.

Advice to start-up programs:
•Keep relations strong with the mainstream staff in the building

Most important features of the program:
•Long term teacher commitment
•Long term parent commitment
•Full time program coordinator

Fairfax County Public Schools
Falls Church, Virginia

Bailey's Elementary Two-Way Partial Immersion

Schools:
Bailey's Elementary
6111 Knollwood Drive
Falls Church, VA 22041
703-820-1863

Contact persons:
Marty Abbott, Coordinator for Foreign Languages
The Lacey Instructional Center
3705 Crest Drive
Annandale, VA 22003
703-698-7500

Sari Kaye, Teacher in Foreign Languages
The Lacey Instructional Center
3705 Crest Drive
Annandale, VA 22003
703-698-7500

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
44% Hispanic; 9% Black; 12% White;
34% Asian; 1% Other

Criteria for selecting and accepting students:
Spanish speakers:
First priority at registration—up to 50%
English speakers:
Child's interest, parent support, long term commitment, sibling already in program, residence within school area

Other non-native English speakers in the program:
Farsi, Urdu, Vietnamese

Recruitment procedures:
- An information letter is sent in January to all parents of kindergarten students in all public and private schools in the area
- A notice is put on Cable TV
- Informational meetings are also held

Grade level(s) of the program:
1-3

Grade level increases planned:
1992-93: 4 1996-97: 7
1993-94: 5 1997-98: 8
1995-96: 6

Program size:

Grade level	*# of Classes*	*Class size*
1	2	19 (average)
2	2	16 (average)
3	2	16 (average)

Funding sources:
Originally, a teaching grant from George Mason University; currently curriculum development funds from school system

Program materials available to others:
- Ten minute video
- Program overview and information
- Evaluation report

Program objectives:

•To develop students' communicative and academic proficiency in the target language and in English

•To enhance students' multicultural awareness and help them develop a more global perspective

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
1-3 33%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:
1-3—Spanish instruction:
Math, Science, Health,
1-3—English instruction:
Language Arts, Social Studies, P.E., Music, Art

Language of initial reading instruction:
Spanish speakers:
English
English speakers:
English

Instructional grouping:
Students are not grouped by ability. ESL students in second and third grade are grouped for instruction with an ESL teacher during the English part of the day. Students are separated only for ESL. For English, immersion students are filtered into non-immersion classes.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
24%

Additional program staff:
•1 part time bilingual aide

Computer use:
Computer use in English and Spanish

Curriculum/materials development:
Fairfax County Program of Studies is followed in all schools. Teachers are hired in the summer to translate and adapt existing materials.

PROGRAM EVALUATION

Evaluator:
Dr. Wayne Thomas and Dr. Virginia Collier, in conjunction with FCPS personnel
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
703-993-3688

Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	SOPR
English proficiency	MAT
Academic achievement in Spanish	Math Program of Studies Test
Academic achievement in English	MAT
Attitudes	Survey to teachers, parents, principals

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
•Parent councils, liaison to the PTA, school visits, classroom assistance, and language classes

Community responses to the program:
•Very positive and favorable

School Board's view of the program:
•The School Board unanimously approved the immersion program November 21, 1991

Advice to start-up programs:
•Choose a large school
•Make sure the staff understands and is in favor of program
•Market the program.

Most important features of the program:
•Cooperative staff
•Diverse population
•High percentage of Spanish speakers in the school and program
•Students are spread throughout the grade levels

Milwaukee Public Schools
Milwaukee, Wisconsin

The Fratney Multi-Cultural Two-Way Bilingual School

School:
La Escuela Fratney
3255 North Fratney Street
Milwaukee, WI 53212
414-264-4840

Contact person:
Bob Peterson, Program Implementor
1247 Burleigh Street
Milwaukee, WI 53212
414-265-6217

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
61% Hispanic; 23% Black; 13% White; 3% Other

Criteria for selecting and accepting students:
Students select the school or parents sign up students for the program. Students from the neighborhood are given preference. In kindergarten, 50% accepted are Spanish-speaking students, 30% are African-American, and 20% are non-African-American and non-Spanish-speaking students. At second grade and above, students are only accepted if they have some Spanish language background. The aim is to maintain 50% Spanish-speaking students in all grades.

Recruitment procedures:
- Publicity through Milwaukee Public School announcements
- Posters in community organizations

Grade level(s) of the program:
K (4 year old) – 5

Program size

Grade level	*# of classes*	*Class size*
K4 a.m.	1	25
K4 p.m.	1	25
K5	2	25
1	2	27
2	2	30
3	2	30
4	1	30
4/5	1	30
5	1	30

Funding sources:
Milwaukee Public Schools

Program materials available to others:
- Program makes an annual book in Spanish and English
- Newsletters, student-made books, brochure
- Parent Handbook

Program objectives:

- The program will provide quality academic instruction in two languages
- Students will become bilingual and biliterate in English and Spanish
- Students will develop high self-esteem and a positive attitude toward their own language and culture
- Students will learn to respect and have a positive attitude towards other languages and cultures, including an anti-racist perspective
- Students and staff will develop cultural awareness and sensitivity

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
Alternate day approach. Two teams teach and trade students every other day—separate teachers, separate environments.

Languages used for content area subjects and electives:
At each grade level, all content areas are taught in Spanish 50% of the time and in English 50% of the time.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped in various ways. Students are integrated during content instruction, except for reading instruction in some classes.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
90%

Additional program staff:
- 12 bilingual aides (30 hours)
- 4 English monolingual aides (30 hours)
- 1 full time implementor
- 1 full time librarian

Computer use:
Children do word processing in English and Spanish. Computers are used to make student-made books.

Curriculum/materials development:
Teachers have developed a thematic curricular approach.

PROGRAM EVALUATION

Evaluator:
Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, WI 53201-8219

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Evaluation components and procedures:

Items under assessment	*Procedures/Instruments*
Spanish proficiency	Teacher checklists, Whole language checklists, Reading inventories (English and Spanish)
English proficiency	Teacher checklists, Whole language checklists, Reading inventories (English and Spanish)
Academic achievement in Spanish	Teacher checklists, Whole language checklists, Reading inventories (English and Spanish)
Academic achievement in English	ITBS, 3rd Grade Wisconsin Reading Test, 4th grade holistic writing assessment
Ability to take norm referenced standardized tests	ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:
- Parent committees, school visits, parent classroom coordinators, and classroom assistance
- Site-based Management Council, Parent Curricular Committee, Parent Organization, Parent Writing Project

Community responses to the program:
- We set up our school through a community struggle which was originally opposed by the central administration. Since then the administration has changed and now supports the program. We received the 1990 Community Achievement Award from the Milwaukee Associates on Urban Development, in recognition of our school's positive involvement in the community

School Board's view of the program:
- Positive

Most important features of the program:
- Common vision by staff
- Large parental involvement
- Democratically run school
- Commitment to anti-racist, multicultural curricula

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List of Abbreviations Used

AGS	Social Skills Rating Scale (American Guidance Service)
BINL	Basic Inventory of Natural Language
BSM	Bilingual Syntax Measure
COPE	Center for Applied Linguistics (CAL) Oral Proficiency Exam
CAS 2	California Assessment Program
CAT	California Achievement Test
COGAT	Cognitive Abilities Test
CRT	Criterion-Reference Test
CTBS	Comprehensive Test of Basic Skills
CWT	City Wide Test
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
EO	English Only
EP	English Proficient
ESI	Early Screening Inventory
ESL/GED	English as a Second Language/ General Education Diploma
ESOL	English for Speakers of Other Languages
ESPET	Elementary Science Program Evaluation Test
FEP	Fully English Proficient
FLA	Functional Language Assessment
IDEA	IDEA Oral Language Programs
IGAP	Illinois Goal Assessment Program
IPT	IDEA Oral Language Proficiency Tests
ITBS	Iowa Test of Basic Skills
L_1	Primary or native language

L_2	Second language
LAB	Language Assessment Battery
LRT	La Prueba Riverside Test
LAS	Language Assessment Scales
LEP	Limited-English Proficient
MAT	Metropolitan Achievement Test
MRT	Metropolitan Reading Test
NCE	Normal curve equivalent
NEP	Non-English proficient
PE	Physical Education
PEP	Pupil Evaluation Program (reading, writing, math)
PET	Program Evaluation Test (social studies)
Pre-LAS	Pre-Language Assessment Scales
SABE	Spanish Assessment of Basic Education
Stanford	Stanford Achievement Test
SOLOM	Student Oral Language Observation Matrix
SOPR	Student Oral Proficiency Rating Scale
SSALD	Step by Step Assessment to Language Dominance (Cambridge School Department)
SSL	Spanish as a Second Language
TOBE	Test of Basic English